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THE LIBRARY QUARTERLY



VOLUME XIV · APRIL 1944 · NUMBER 2
THE UNIVERSITY OF CHICAGO PRESS

THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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The *Library Quarterly* was established by the Graduate Library School of the University of Chicago, with the assistance of the Carnegie Corporation, to fill the need suggested by a committee of the American Library Association for a journal of investigation and discussion in the field of librarianship. It is published in January, April, July, and October by the University of Chicago at the University Press, 5750 Ellis Avenue, Chicago, Illinois. The subscription price is \$5.00 per year; the price of single copies is \$1.50. Orders for service of less than a full year will be charged at the single-copy rate. Postage is prepaid by the publishers on all orders from the United States and its possessions, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Republic of Honduras, Mexico, Morocco (Spanish Zone), Nicaragua, Panama, Paraguay, Peru, Rio de Oro, El Salvador, Spain (including Balearic Islands, Canary Islands, and the Spanish Offices in Northern Africa; Andorra), Spanish Guinea, Uruguay, and Venezuela. Postage is charged extra as follows: for Canada and Newfoundland, 20 cents on annual subscriptions (total \$5.20), on single copies 5 cents (total \$1.55); for all other countries in the Postal Union, 48 cents on annual subscriptions (total \$5.48), on single copies 12 cents (total \$1.62). Patrons are requested to make all remittances payable to The University of Chicago Press in United States currency or its equivalent by postal or express money orders or bank drafts.

The following are authorized agents for the British Empire, except North America, India, and Australasia: The Cambridge University Press, Bentley House, 200 Euston Road, London, N.W. 1, England. Prices of yearly subscriptions and of single copies may be had on application.

Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply missing numbers free only when losses have been sustained in transit and when the reserve stock will permit.

Business correspondence should be addressed to The University of Chicago Press, Chicago 37, Ill.

Communications for the editors, manuscripts, and books for review should be addressed to the Managing Editor, THE LIBRARY QUARTERLY, Graduate Library School, University of Chicago, Chicago 37, Ill.

Applications for permission to quote from this journal should be addressed to The University of Chicago Press, and will be freely granted.

Entered as second-class matter January 2, 1931, at the post-office at Chicago, Illinois, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in United States Postal Act of October 3, 1917, Section 1103, amended February 28, 1935, authorized January 9, 1931.

PRINTED
IN U.S.A.

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Vol. XIV

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BRITAIN'S LIBRARIES AND THE WAR

W. C. BERWICK SAYERS

WHEN precautionary training against possible air attack was initiated by the government throughout England, most of the libraries were quick to study their own special needs in that direction. At the Library Association Conference at Liverpool in May, 1939, a whole session was devoted to library conservation and what had been done toward it. Much had been done; the great libraries had already made provision for the evacuation of their irreplaceable stock—mainly manuscripts and incunabula—to places remote from metropolitan districts. The cellars and secluded rooms of country mansions, caves in the hills, and other secret hiding places had been sought for far and wide and utilized. Only the authorities of individual libraries knew the whereabouts of these secret repositories.

In the ordinary public library system of a town the more valuable stocks were distributed among its branch libraries so that in the event of bombing there was a likelihood that a proportion of it would survive.

In a few cases copies of materials the loss of which would be irremediable were made by microfilm, photostat, and other processes. In my own library, for

example, the whole catalog of the reference library, the accession books of certain classes, and all the prints and engravings that served local history were thus photographed, the negatives being sent to a country town and the positives to various places in Croydon. (In one library which had copies of its important documents made, the microfilms were accidentally stored in the same receptacle as the originals, with the result that in the raid in which the documents were destroyed the records also perished.) In some towns the municipality possesses its own photostat apparatus; and a few libraries, Birmingham among them, themselves have a special department for this work.

In the earlier consideration of the position it was believed that attack, when it came, would concentrate upon London and perhaps one or two of the greater metropolitan areas. Some of the cities were so little regarded as possible targets that in the first months they were used as reception areas for children and others who were evacuated from more vulnerable districts. In such cities it was not thought necessary to do much about the safety of the book stock. Ironically, some of them were destined to receive the heaviest blows.

My American friends have read enough of actual attack from the air not to need any description of it. The towns of Britain are everywhere within an hour's flying time of the Nazi-held airfields of Europe. The raider, with the briefest warning—very occasionally, but not now often, with no warning—can dive out of a cloud and drop a bomb, and a library may actually disappear in less time than it has taken me to write this sentence. A number of smaller libraries have been thus damaged or destroyed in tip-and-run raids.

The greater libraries which have suffered fell in the vast night raids—the "crash raids," as they are now called. Lists of these have been published.¹ A few of them met with almost complete destruction, as at Coventry, where, however, quite remarkably a very fine copy of Virgil of 1510 was saved unharmed, and Plymouth, where, the day after the eight hours of agony which the city endured, nothing whatever, not even a complete sheet of scorched paper, remained. I have been in most of the raids on London, but I shall never forget a January night in 1941 in a Devonshire lane, when, in bright moonlight, from ten miles away I heard bombers pass overhead at two-minute intervals and within a minute saw the flashes and heard the explosions as the bombs fell upon Plymouth.

I believe these were the only two central collections of which the destruction was total. At Coventry, famous for its medieval trading guilds, many important manuscripts were lost, including

the minute and account books and orders of some of these guilds—those of the Drapers' Company, 1523-1764; the Tanners' Company, 1605 to the early part of the nineteenth century; and the Whittawers and Glovers, Fellmongers and Parchment Makers, 1675-1826—a "Grande Subsidy collected in the City of Coventre," 1522, and various other important manuscripts. All are irreplaceable; nor do any of them exist in copies.

I am indebted to the chief librarian of Liverpool, Mr. J. F. Smith, for the list of books lost in May, 1941, in the Central Library there. The books had been placed in the basement of the library, which was by far the safest part of the building, pending their evacuation to the country. Unfortunately, the master catalog and other bibliographical tools were also destroyed, and the entries as I give them are rough ones.

- Bible. German. Augsburg: Günther Zainer. fol. ca. 1475
 Bible. German. 2 vols. Nuremberg: Koberger. fol. 1483
 Bible. German. Vol. I. Lubeck: Steffan Arndes. fol. 1494
 Bible. Latin. Venice: Francis Hailbrun. sm. fol. 1476
 Bible. Latin. Nuremberg: Koberger. fol. 1479
 BOETHIUS. *De consolatione philosophiae*. Nuremberg: Koberger. fol. 1473
 LEONARDUS MATTHAEI. *Quadragesimales sermones*. Ulm: Johann Zainer, 1478. (This was from a chained library, and its chain was still attached.)
 LUDOLPHUS. *Vita Ihesu Christi*. Strasbourg: Heinrich Eggstyn (?). fol. 1474
 LYRA, NICOLAUS DE. *De commendatione sacre scripture in generali*. Vols. I-II. Venice: Octavianus Scotus. fol. 1488
 ST. JEROME. *Hieronymic epistolae*. Mainz: Schoeffer. fol. 1473
 ——. *La Vie des pères imprimée à Paris*. fol. 1494
 SCHEDEL. *Registrum*. Nuremberg: Koberger. fol. 1493

¹ See, e.g., the National Central Library, *26th and 27th Annual Reports of the Executive Committee, 1941-42 and 1942-43* (London, 1943). (Excerpts from these reports, including the list of bombed libraries, have been reprinted in the *Library Journal*, LXVIII [December 15, 1943], 1041-42.)

Fortunately, Liverpool has in the Hornby Library a duplicate of the last item which was unharmed and evacuated.

At the time of writing (December, 1943) this statement probably comprises the major losses. Unpleasant as they are, they are a minute fraction of what was feared. It has been impossible to trace all the losses, but it may be said in general that the British Museum, like the Lambeth Palace Library, lost only modern books of no vital value. It was the same at the University of London Library. The Public Library and the University Library of Bristol, the buildings of which both suffered, again lost only modern books.

The smaller public libraries, lamentable as were their losses from the local point of view, were important mainly for the collections of books which dealt with the history and activities of the places in which they were situated. These local collections have gone, and to the individual towns their destruction represents a real loss; but from the national point of view we may say that, while fine and valuable collections of books of a general character and on special subjects have been destroyed, what are known to librarians as books of first-line character have in general escaped. Nevertheless, the local tragedy can be seen in such a town as Coventry, where the complete files of the local newspapers, which covered many years and were the only sets, have perished. Had it been possible to microfilm these, the most intimate and general local records would have been preserved.

The war is not over by any means; the siren is heard in the British Isles somewhere almost every night, and still other libraries may yet suffer. Precautionary measures, therefore, continue to be taken.

The British Records Association, which has behind it such great gifts as those of Mr. Hilary Jenkinson of the Public Record Office, has brought out a series of wartime memorandums which, if not already in the hands of American librarians, I would most warmly recommend to them. For example, No. 6, dated December, 1942, deals with first aid for damaged manuscripts. This leaflet urges immediate attention to manuscripts which have been subjected to water or fire. It describes the manner in which the pages of water-soaked paper documents and books should be carefully separated, dried by exposure to air, and re-sized with vellum size. In treating parchment or vellum documents, the important thing is the immediate separation of surfaces so that they can be opened and dried. Documents which have been subjected to fire need most delicate handling; only an expert can separate actually carbonized or charred paper. The sheets must be mounted on some other material or placed between glass. Even when they are so carbonized as to be black, by the use of infra-red photography otherwise completely unreadable manuscripts can be reproduced. Memorandum No. 6 gives explicit directions for carrying out these and other measures of restoration; it is an instance of the way the British Records Association, through its Technical Committee, is giving assistance to libraries which have suffered damage to priceless books and documents.

While the destruction of libraries has gone on, Britain has been suffering from paper famine. How greatly this is complicating the life of the librarian, not to mention the author, the publisher, and the bookseller, may well be imagined. I suppose 90 per cent of the material in British book papers came to us by sea,

and the greater part of this importation has ceased.

The salvaging of materials of all kinds for the war effort included wastepaper, the need for which became so urgent, both as a munition of war and for re-manufacture for printing, that the destruction of paper was made a legal offense.

About two years ago the director of salvage had a sudden and, to the librarian, ominous inspiration that the best paper for all his purposes was good book paper. People were urged to sacrifice their private libraries that the books might be repulped. A certain response followed this appeal, and the success from the salvage point of view was sufficient to bring about the great book drives which were made throughout last year all over England and are to be continued during 1944. It was here that the librarian intervened with the argument that many of these books had greater value than their temporary owners realized, that indiscriminate book destruction would mean that great gaps would occur in our literary record, and that even books that are part of the common cultural life of the nation would become difficult of access.

There was a further difficulty. The great fire-bombing of London at the end of 1940 and early in 1941 destroyed the main reserves of copies held by the booksellers and publishing houses. We feel the result today in that we cannot get replacements of most of the popular novels and even of more important books. Libraries are, therefore, suffering badly in that the books they do possess are subjected to greater wear and tear.

One more fact should be noted. As only about 15 per cent of the amount of book paper is now available for new books, the number issued has fallen to

one-fourth of the 1939 standard, and of this number not 20 per cent are larger than mere pamphlets. For a hundred years there has not been such a shortage of reading matter. Coupled with this shortage has been the great and ever increasing need of men and women in the armed forces and other national services for books. We have already collected them by the hundred thousand and circulated them through the camps and services libraries.

These conflicting interests were reconciled by the good will of the salvage authorities, who formed in every part of the country Committees of Scrutiny to which librarians, booksellers, and others who had book interests were appointed. Every book drive was announced as being for the provision of books for the troops, for books to replace the stocks of bombed libraries, and the remainder for pulping for munitions.

It was a remarkable sight to see the great salvage trucks drawing up at marquees or halls, laden with thousands of books (most of them, unfortunately, the most utter rubbish), and depositing them on the ground in huge heaps. Civil Defence workers and many other volunteers placed the books on long tables, and librarians went through them with great rapidity to determine what could be put into each of the three classes. All together, six hundred million books—the equivalent in number of the stock of ten British Museum libraries—were collected in these drives in 1943. Only about 5 or 6 per cent of this great total however, proved to be of any value from the point of view either of the troops or of the bombed libraries, although some extremely rare and valuable books were discovered. It was a revelation of the habit of hoarding inferior literary matter in the homes of the people. Nevertheless,

from such a town as Croydon, which collected 330,000 volumes, there were found to be about 3,000 which might be serviceable for the blitzed libraries. From this figure the number saved throughout the country may be gauged. The books so saved are retained for the time being in the towns where the drives occurred, as many of the bombed libraries have no suitable accommodation, or even staff, available at present to receive them.

In 1944 more intensive book drives are envisaged and, as it may be hoped that the dross has now been fully drawn from our people, it is possible that the yield of worth-while books will be greater. I am, however, of the opinion that this method alone, helpful as it is, will be inadequate to restore our library losses.

Already, as my readers know, various agencies are at work which have the rehabilitation of libraries as their purpose. We know of the American committee which is devoted to this, and we are grateful that its attention is especially directed to the replacements of sets of the proceedings of societies and academies and of similar sources of knowledge. Many such have been lost in Britain.

Another example is recorded by the *London Times*. At a recent meeting of

the Books and Periodicals Commission of the Allied Ministers of Education in London, the nations represented undertook, within the possibilities of the circumstances existing after the war, to replace all the books in their various languages lost by the British Museum. This must be a substantial gift if, as I hope, it materializes. If all nations were able to do this in relation not only to Britain but to other countries as well, much might be done toward the great task of restoration.

The British Museum, as I have said, has lost what are mainly modern books; the library being what it is, any losses involving thousands of volumes may seriously impair its usefulness. The Museum has issued a list of the subjects in which it has suffered most, and these cover many branches of the classification.

While we have suffered much and may yet suffer more, the losses already sustained have not, in my view, at any point been such as to cripple the library service or to menace English culture. Good will and the abundant kindness of our friends in America and elsewhere lead me to believe that the restoration will come more quickly than a short while ago seemed possible.

PERSPECTIVE IN CATALOGING, WITH SOME APPLICATIONS¹

H. B. VAN HOESEN

THIS topic makes its second appearance² after an interval during which various things have happened which justify Osborn's more emphatic title, "The Crisis in Cataloging."³ The mere lapse of time aggravates old problems and creates new ones—and some of the most serious new problems are the old solutions, which seemed good to us a generation or two ago but which now embarrass us because we should like to change them if we knew how, if it were not too difficult, and if we could afford to pay the necessary cost.

The mere increase in the size of a library increases the amount of work all along the line, from searching to shelving and filing. The great increase in the use of the library has brought about a relatively greater emphasis on the reader's service division of the library and a relatively larger budget expenditure for its needs.

Such circumstances as these, however, do not in themselves create a crisis.⁴ They may rather be said to constitute a chronic situation, which, of course, grows worse and worse in the course of time but which might go on indefinitely

until a crisis comes. The present crisis lies in two facts: (1) in a time of new demands libraries are faced with stabilization or even reduction of operating budgets⁵ and (2), with the new cataloging code in preparation, "cataloging policies and practices are about to be set for another generation," as Osborn says. The new code has four hundred pages of expert instructions on how to enter a book under author and how to describe it in good bibliographical detail, but it gives few hints as to when *not* to perform these operations,⁶ and we are still without a general manual on subject heading.

The desirability—perhaps the necessity—of revolutionary changes is indicated for author entry and subject entry (two of the most expensive items in cataloging work) and for the arrangement of the card catalog, guide cards, etc. In our discussions of selective cataloging,⁷ perspective in cataloging,⁸ a pragmatic theory of cataloging,⁹ the philosophy of cataloging,¹⁰ the challenge

¹ Based on a paper read before the Division of Cataloging and Classification of the American Library Association, June, 1942.

² Cf. H. B. Van Hoesen, "Perspective in Cataloging," *College and Research Libraries*, I (1940), 330-35.

³ *Library Quarterly*, XI (1941), 393-411. Cf. his "Review of the Cataloging Situation with Some Suggestions for the Future," *Catalogers' and Classifiers' Yearbook*, No. 10, 1941 (Chicago: American Library Association, 1941), pp. 33-44.

⁴ Cf. Paul Shaner Dunkin, "Crisis in Teapot," *Library Journal*, LXVI (1942), 198-201.

⁵ Cf. Keyes D. Metcalf, "The Attitude of the Library Administrator toward Cataloging," *Catalogers' and Classifiers' Yearbook*, No. 10, 1941, pp. 9-18; Ralph E. Ellsworth, "The Administrative Implications for University Libraries of the New Cataloging Code," *College and Research Libraries*, III (1942), 134-38.

⁶ Cf. Jens Nyholm, "The Code in the Light of the Critics," *College and Research Libraries*, III (1942), 139-49.

⁷ T. F. Currier and others (Henry Bartlett Van Hoesen [ed.], *Selective Cataloging* [New York: H. W. Wilson Co., 1928]).

⁸ Van Hoesen (*College and Research Libraries*, I [1940], 330-35).

⁹ Osborn (*Library Quarterly*, XI [1941], 393-411).

¹⁰ Harriet D. MacPherson (*Library Quarterly*, IX [1939], 63-71).

of cataloging," and "elements . . . not . . . devices,"¹² we have all been talking more or less about the same thing, and, I think, we are more or less agreed in principle. I am encouraged to hope that catalogers in general are similarly agreed in principle; if this is so, it is a third and a determining factor in the turning-point or crisis, in the history of cataloging.

But agreement in principle is not enough. It is not enough to give the single commandment "Be discriminating" (or "Be selective," or "Be pragmatic," or "Be perspicacious"). Discrimination has to be educated, and the individual cataloger just out of library school is bound to prefer ten commandments in the manner of the Old Testament to one in the manner of the New Testament. To make practical application of the principle in the single commandment, he needs at least some parables and probably also some casuistry—or, in modern terminology, he will ask us to get down to cases.¹³

It was at this point that my previous paper stopped, partly because I had too few cases at hand—and none of them well enough in hand—and partly because what I called specific remedies or specific devices for decreasing the cost of cataloging cannot and should not be expected to meet with general agreement. And it seemed too bad to jeopardize an agreement in principle by apply-

ing the principle to debatable cases—all cases being debatable. This time, however, I must take this risk. The risk is much less because of what has taken place in the past few years in catalogers' discussions; but it is only slightly less where my own study, reflection, and experiment are concerned. So please take my statements as queries, my queries as parables or examples, and my examples as a challenge to find better ones for the illustration and application of the principle I hope we are agreed upon. In any case, sympathize with me in my effort to break the impasse of "buck-passing" which we have reached, the administrator maintaining that the cataloger should make the applications of principles and the cataloger insisting that the administrator "state rather specifically what he thinks we ought to be doing."¹⁴

Such progress as we at Brown University have made is chiefly in the matter of subject headings. I must make acknowledgments to a seminar group consisting of Mr. Kilpatrick and several others of our staff and particularly to Mr. W. H. Jesse, who was taking it as a course for academic credit. And I have consulted Harvard (Mr. Metcalf and Mr. Osborn) and Yale (Miss Monrad, Mrs. Livingston, Miss Pettee, and Miss Hitchcock) so much that they should be reckoned as collaborate authors except that they cannot be held responsible for the way I have used their advice.

Our first project was a study of the subject headings and the arrangement of cards in our catalog under "Indians" and related subjects. In the course of bringing these pretty much all together, somewhat in the manner of the arrange-

¹² Lucile M. Morsch (*Library Journal*, LXVII [1942], 57-60).

¹³ William M. Randall ("The Technical Processes and Library Service," in his *The Acquisition and Cataloging of Books* [Chicago: University of Chicago Press, 1940], p. 10).

¹⁴ "One of the most difficult tasks in cataloging is the development in a new cataloger of the kind of judgment which will be equal to deciding how much investigation is necessary for a given book, and how little can be considered adequate" (Morsch, *op. cit.*, p. 58). Cf. also Nyholm, *op. cit.*, p. 143. Also Maurice F. Tauber, "Subject Cataloging and Classification Approaching the Crossroads," *College and Research Libraries*, III (1942), 149-56.

¹⁴ Maurice F. Tauber, review of *Catalogers' and Classifiers' Yearbook*, No. 10, 1941, in *Library Quarterly*, XII (1942), 298; cf. Clifford B. Clapp, "Critique and Design on the Cost of Cataloging," *College and Research Libraries*, III (1942), 163-69.

ment at the New York Public Library, the American Museum of Natural History, etc., we made it a second and more fundamental project to effect economy in the number of subjects assigned and to abstract half-a-dozen typical cases or categories in which elimination of subject cards might be effected throughout the catalog, whether under "Indians" or under any other subject. The following cases were isolated:

1. Books of both general and special subject interest in a fairly specific and recognized field of study. Here it must be realized that all general books in a subject contain material on the subdivisions of that subject and, on the other hand, that books on special topics within a general subject usually contain material of general interest as represented in the main subject heading. The reader must expect to go from main subject to subdivision and from subdivision to main subject, even without cross-references. General rule: Choose between specific and general. Assign both headings only when content is so clearly divided as to make the book a "two-topic" book. Prefer general to specific when the specific would include so few books that the reader would have to look under general too. For example, we have gathered up about a dozen cards from "Indians," subdivisions "Anthropometry," "Color," "Craniology," and "Mixed blood," and filed them under "Indians—Physical characteristics." In the same way, Yale has eliminated the subject "Currency question" referring to "Money"; considers combining "Assyro-Babylonian religion" and "Mythology and kultus"; and may put also "Folklore," "Folk literature," "Folk tales," "Fairy tales," "Legends," and "Mythology" all together under one heading.

2. Books of more than one general

subject interest or otherwise likely to be approached from different points of view. If these various subjects or points of view are in the same general field of study or in closely related fields, the subject headings should be connected by *see also* references and one subject selected for entry. (However, books of more than one subject interest in comparatively unrelated fields [e.g., history and natural history, as in books of exploration] call for a subject entry in each general field.)

3. Subject headings already connected with each other by *see also* references. For example, of 131 titles subject-headed "Ability," 59 (45 per cent) appeared also under "Mental tests"; there was about the same percentage of duplication under "Trade-unions" and "Labor and laboring classes," while, of 109 titles under "Accounting," 26 (24 per cent) were also under other subjects connected by *see also* references. Rule: Choose between the two subjects, as in Case 1.

4. Popular subjects (as distinguished from research or curricular interest) assigned to source material or research material which is not likely to be of use to the general reader (e.g., "Shipwrecks" in the case of an old Spanish book on discovery and exploration). Omit.

5. Subjects for material which is merely incidental to the general content of the book. These are to be avoided unless this incidental matter is of real significance or represents a topic on which the library has little other material (e.g., "Shipwrecks" in any book of exploration).

6. Books which constitute only a portion (e.g., are partial reprints) of larger works. Assign the subject heading for the book in hand, not for the larger work.

7. Obsolete works, children's books,

and similar books of noncollegiate grade, of use only to students of the history of the study or to literary historians. For these, author entry is sufficient if the author is well known. Assign one subject at most—preferably a fairly general one—and refer to the shelf list (e.g., for elementary textbooks of chemistry, for books on military science published before 1900, and for all except a few selected titles of little-used material such as "Shorthand" and "Latin language—Composition and exercises").

In a sampling of a few other subjects with their subdivisions and related headings, we added five more cases:

8. Subject headings which differ from one another only by inversion (as, e.g., "U.S.—Foreign relations—Brazil" and "Brazil—Foreign relations—U.S."; "German literature—Translations into English" and "English literature—Translations from the German"; "English language—Dictionaries—Armenian" and "Armenian language—Dictionaries—English"). Choose one heading and refer from the other.

9. Subject headings which are so nearly synonymous that the cards filed under them respectively duplicate one another to a large extent (e.g., "Coins" and "Numismatics"; "Hobbies," "Leisure," and "Play"). Combine and refer.

10. Subject headings which do not fit the book but which have been assigned somewhat profusely (with one or two added entries under title besides) because the book opens up a new field which the standard list of subject headings has not yet recognized. (Example: *Mathematics of Finance*, subject-headed "1. Mathematics.—2. Finance.—3. Interest and usury.—4. Annuities.—5. Insurance.") Invent new heading.

11. Subdivisions appearing under both the subject heading and some division of it (e.g., "Bibliography," "His-

tory," "Periodicals," etc.) Follow the general rule suggested in Case 1.

12. Subject headings the meaning or scope of which has changed. For example, early works on agriculture included hunting and fishing; modern ones do not. Assign "Agriculture—Early works to 1800," but not also "Hunting" and "Fishing" (suggested by Jeannette E. Hitchcock).

These twelve categories or cases are too short a list, and the treatment of them is necessarily overbrief. Some of them may be obviously wrong for other types of libraries than the one I represent, and all are debatable according to perspective. I am not presuming to formulate even a partial code for subject-headers; I shall be happy if the cases mentioned are found to be the kind of stuff of which a code for subject-headers should be made.

Further, toward the preparation of such a code, profitable use may be made of W. S. Merrill's *Code for Classifiers*.¹⁵ The subject-header has the advantage of the classifier, of course, in that he does not have to choose between alternative subjects but may enter under both. It appears, however, that the subject-header has made too free use of this advantage, not only increasing the cost of cataloging but also, in the course of time as the size of the catalog increases, making the catalog more confusing to the reader. For example, Merrill's paragraph on "Method vs. Subject-Matter" is apropos of our question on the subject headings "Mental tests" and "Ability." His answer may be wrong for both classifier and subject-header; but, when six or seven inches of cards are found under this one subject heading, it is time to do something about it—either distribute the cards according to subjects ("Abil-

¹⁵ Chicago: American Library Association, 1928; 2d ed., 1939.

ity," etc.) or subdivide "Mental tests" by subject subdivisions—"Ability," etc.¹⁶

Between choosing a single subject, as the classifier does, and entering under any number of subjects, as the subject-header too often does, there is the insufficiently exploited method of using *see also* references. The satisfactoriness of these depends on the reader's finding, understanding, and using them. This is also true of local, chronological, and subject subdivisions—and also of the use of the catalog in general. Here the use of guide cards needs study and experimentation.

Our cataloging department at Brown is projecting a series of experiments with guide cards, using (1) 100 per cent rag stock of the same thickness as the ordinary catalog cards, which take up half as much space and probably last as long as the stiffer but thicker and poorer guide-card stock ordinarily used; (2) full-width guides with a typographical layout calculated to attract the reader's attention, giving a description of the subdivisions of the subject and a list of the *see also* references; (3) differently colored half- or quarter-guides for different kinds of subdivisions (e.g., under "Indians" red for subject subdivision, blue for local, orange for division by tribes, and yellow for chronological divisions);¹⁷ (4) full-width guides for warnings or general instructions to users of the catalog. We invented this last measure as a specific economy to save the labor of either adding copy information to subject cards and adding new

subject cards for different editions or stamping subject cards "For other copies and editions. . . ." (The guide card reads: "Always consult AUTHOR cards for complete information about *Copies, Editions, etc.*") This wider scope (using guide cards for general instructions) was suggested by Miss Morsch,¹⁸ and the suggestion has promise of succeeding where orientation lectures and printed rules and manuals have so often failed—the ordinary student is interested in library systems of cataloging and filing, not per se, but only when he is faced with a specific problem of locating some specific material.

When we come to the third matter for revolution—author entry¹⁹—I am really on dangerous ground. I am afraid I shall get less sympathy, and I have less experimentation to draw upon. As a matter of fact, the apparently general agreement in the group of articles in *College and Research Libraries* for March, 1942 (that we should all follow the code for main entry under author, for the form of name [personal or corporate], and for biographical information), was the chief inspiration for this part of my paper. Considering that the determination of author entry is one of the most expensive items of cataloging work,²⁰ this opinion, however general it is, should not go unchallenged and, in fact, has been challenged by the Boston Catalogers Group.

In the first place, must we always

¹⁶ *Loc. cit.* Cf. Winifred Ver Nooy, "The Consumer and the Catalog," in *The Acquisition and Cataloging of Books*, pp. 310-30, esp. p. 329.

¹⁷ I.e., main entry under author, although added entries under titles, editor, translator, etc., should also be studied and discussed. Cf. Margaret Mann, "The Teaching of Technical Processes," in *The Acquisition and Cataloging of Books*, pp. 355-81, esp. p. 380.

²⁰ Cf. Robert A. Miller, "Costs of Technical Operations," in *The Acquisition and Cataloging of Books*, pp. 220-38.

¹⁶ Cf. Amelia Krieg, "Factors in the Choice of Subject Headings in a University Library," in American Library Association, Catalog Section, *Proceedings* (Chicago: Catalog Section, American Library Association, 1929), pp. 59-63.

¹⁷ Cf. the University of Michigan system, reported by Elizabeth H. Thompson in *Catalogers' and Classifiers' Yearbook*, No. 8, 1939 (Chicago: American Library Association, 1940), pp. 107-8.

enter under author? Many libraries do not catalog pamphlets at all, except to make one subject card referring to the file or shelves for pamphlets on that subject. Just at the moment we have a shelf or two of military manuals dating from World War I. Some are bound, some unbound. Why should our cataloging policy be determined by the accidental circumstance of binding? Why should not our subject card read: "For pamphlets and miscellaneous books see . . ."? Although this is put merely as a question, one caveat is in order—personal authors are much more likely to be looked for under author than corporate entries are. For example—and this entry came in question at a meeting of Boston catalogers—we should, of course, enter under author a book, and possibly also a pamphlet, about the French section of the World's Fair written by a personal author; but if the author is a special commission of the French government, the corporate vernacular name of which does not appear on the book, where is the easiest place to enter it in the catalog and where is the easiest place for the reader to find it? Again, could not a card reading "For pamphlets and miscellaneous books see . . ." answer for many books of this sort? Another group of material—directories—is entered in many libraries not under author (often the publisher) but under the word "Directories." (The New York Public Library substitutes a shelf list for a regular catalog of directories.) Now, almanacs, dictionaries, and encyclopedias might as well be entered once (under form) as twice (under author [or title] and form). Maps, in general, could be cataloged more rapidly and found more readily under "Maps," or even under country, than under cartographer or publisher. Certain collections, such as hymns, might well be entered under such head-

ings as "Music—Collections."²¹ (Important lexicographers, cartographers, and the like should, of course, still be represented in an author entry or reference.) Some of these groupings, I realize, would constitute special catalogs, like those of serials, manuscripts, broadsides, prints, phonograph records, etc.; but, even so, the number of cards written and filed would be halved.

In the second place, there is a field for the use of a hybrid author-subject or author-form entry in place of two entries (under subject and under the complete legalistic corporate name).²² We already use such entries (e.g., "U.S.—Laws, statutes, etc." and "U.S.—Treaties"²³)

²¹ "For those works where an added entry or a subject . . . is the most useful entry, the author may cease to be the main entry. [E.g.] Concordances . . . librettos . . ." (Wyllis E. Wright, in *Catalogers' and Classifiers' Yearbook*, No. 7, 1938 [Chicago: American Library Association, 1938], p. 38). Cf. also Cutter, Rule 182 (anonymous biographies, etc.)

²² "Here, of course, the important point to remember is that the cataloging theory of the late 19th and early 20th centuries in this country concerned itself less with author headings than with main entry. . . . Would it not pay us to use a more natural approach to our choice of the author . . . paying fairly close attention . . . to the word *by* on the title page. . . . Then should we not be using personal names more often as the entry words in place of corporate names and should we not be using title entries more often in place of both corporate and personal name entries?" (comment by Andrew D. Osborn). "This is a proposal which suggests reversal to many old forms of cataloging" (comment by Anna M. Monrad). In this connection cf. further Henry E. Bliss, "Some Reflections on Corporate Names," *Library Quarterly*, VI (1936), 263-69; J. C. M. Hanson, "Corporate Authorship versus Title Entry," *Library Quarterly*, V (1935), 455-66; Flora B. Ludington, "The New Code and the College Library," *College and Research Libraries*, III (1942), 121-28.

²³ "There is a great deal to be said for the making of a separate documents catalog" (comment by Miss Monrad). Examples of entries that are not true author entries appear in the new code rules: 5 (under recipient of correspondence), 32 (Indexes), 78 (Rules), 85-86 (Laws), 87 (Constitutions), 89 (Charters), 90 (Treaties), 95-98 (Trials), 135-36, 138-40, and 146 (Liturgies, etc.)

and if we forgot such an author entry as "Great Britain. Permanent Consultative Committee on Official Statistics" and entered their publications simply under "Great Britain—Statistics," what reader would ever know the difference? An experiment along this line was tried by Dr. J. T. Gerould at Princeton, on the League of Nations publications, with satisfactory results. I wish that some of us could try the same plan for the publications of municipalities, states, foreign governments, and perhaps, later, United States documents.

In the third place, there is too much of these corporate entries as well as too many of them. For example, we have some thirty cards under "Harvard University—Library" as author, followed by as many more under "Harvard University—Library" as subject, and then by a couple of special collections—e.g., "Harvard University—Library—Widener collection." Similarly, we have under "Providence—First Baptist Church" twenty-five author cards, then seventeen subject cards, then the author subdivisions "Mutual Benefit Association" (one card), "Sunday School" (two cards), and "Sunday School—Library" (two cards). If we agree that the reader would be less likely to miss these cards if they were all filed under "Harvard University—Library" and "Providence—First Baptist Church," respectively, what shall we in Providence say to the new A.L.A. Catalog Rules 166 *e* and *f* when they are to be applied to other churches in other places (e.g., "Ishpeming, Mich.—Grace Church—Women")?

And, fourth, if we can persuade ourselves that finding the library's books through the catalog is not helped by arranging the catalog, so to speak, according to a complete directory of government, college, and church agencies, can we not also entertain the notion that

biographical information is not necessary for the locating of books written by personal authors? Full names and dates are necessary in order to distinguish one author from another and to bring an author's works together—but necessary only sometimes. Many of us agree that one date is enough—birth or death or even *floruit*; or even, instead of date, a descriptive phrase of the kind so common in the British Museum catalog. What if we omitted dates altogether? There would be confusion among the John Smiths and some others; but it would be cheaper to straighten out the confusion on the comparatively few occasions when it occurs than to spend the time necessary to date every author as he passes through the cataloger's hands. And what would happen if we arranged a couple of authors of the same family name by initials instead of by forenames in full? Again, there might be instances of confusion, but, again, it could be corrected by the completion of forenames in cases where the cataloger, working only with the book and a minimum of other name sources, had been able to give only initials.

The first devastating question that catalogers will put to all this—particularly to the suggestion of incomplete personal author entries—will be "How? How shall we know when confusion arises, and how correct it?" The answer to this is organization. We need a new official or perhaps a special staff—a catalog reviser whose work should be done at the catalog, with one or more junior assistants. I have hoped that such a person might get down to cases and bring together many more than the twelve I have mentioned to form the basis of a code for subject-headers. Harvard a few years ago appointed a "Curator of the Catalogue" whose duty

was to be, as Mr. Metcalf said, "to brush and comb the catalogue."

To the combination of these two projects with the suggested experimentation with changes in assignment of main entry and with greater use of guide cards, we might add the functions of supervising the filing and searching²⁴ and of assistance to users of the catalog. At least, this scheme of organization is worth considering. A catalog reviser who has helped to make the catalog and who is still in close touch with the catalog department could, if on duty at the catalog, correct or even anticipate the congestion or confusion that might occur because of some of the short-cuts proposed (and that does occur anyhow!). He could make needed changes much more easily and could even take liberties with the catalog that no one else would dare to, provided he kept the public informed by proper guide cards and the catalog department informed by memorandums of all his cases of change. He might, not destroy, but "retire" to storage, just in case of future need of consultation, obsolete or otherwise unnecessary subject and title cards without canceling the tracings on the author cards; he could change whole groups of subject cards to a new heading without changing tracings (if he left a *see* guide card under the old heading); he could (provided he could letter neatly) change individual headings on the spot, without all the removal of cards, temporary cards, scratching, retyping, and refiling; he could make possible many abbreviations of headings which we type out in full really only for the benefit of the filing assistant, so as to get the cards filed in

the right place; he could decide when it was necessary to fill in authors' forenames and dates and fill them in (the book reviser in the catalog department still being responsible for deciding who is the author but not for his full name).²⁵ In brief, to return to my first paragraph, this reviser would be able to decide what changes should be made—revolutionary or otherwise—would know when to make them, and would know how. But can we afford him?

It is not at all unlikely that in the course of two or three years this reviser at the catalog not only would have improved the catalog for use but would have effected enough economies in searching, typing, filing, subject-heading, and research on author entries that the output of the catalog department would be the greater rather than the less for his being diverted from it. The saving of time of junior assistants would permit them to do more "preliminary cataloging" for economy of catalogers' time, and the saving of catalogers' time would cut down arrears and increase professional service to readers. Eventually, then, such a reviser would be a good investment, but, in the meantime, can we afford to reduce our cataloging statistics and to increase our arrears? If no individual library can afford it, may we not collaborate? Will some other library add to, or experiment further with, the twelve cases in subject heading or the cases of proposed exception to the new A.L.A. cataloging rules? I wish that the A.L.A. Division of Cataloging and Classification, having succeeded so well with the new code of rules, would now undertake a code of exceptions, a code for subject-headers, and a study of the guide-card projects here suggested.

²⁴ "The purposes served by the searching group are those of the acquisition department, but their field of operation is the catalog. Supervision is more easily carried on by the catalog department" (Wyllis E. Wright, "The Internal Organization of the Catalog Department," in *The Acquisition and Cataloging of Books*, p. 125).

²⁵ The Curator of the Card Catalogue at Harvard does some of this kind of "editing" of cards supplied by departmental libraries.

THE SUBJECT CATALOG IN THE COLLEGE LIBRARY

THE BACKGROUND OF SUBJECT CATALOGING¹

PATRICIA B. KNAPP

A NOTICEABLE trend in librarianship in the United States has been away from emphasis upon the collection and preservation of library materials to stress upon service to the library user. In line with this trend, leaders of contemporary librarianship have urged that an important prerequisite of improved library service is knowledge about the library user. More research has recently been directed at accumulation of such knowledge than ever before. It is hoped that the present study will contribute to the fund of knowledge about the user of the catalog.

Its specific objective is a classification of the differences between terms used by college students in consulting the subject catalog and terms actually used as subject headings in the catalog, by means of a case study of the use of the combined library serving Chicago Teachers College and Woodrow Wilson Junior College, both under the jurisdiction of the Chicago Board of Education.

As a preliminary, some of the principles which lie behind present practices in subject cataloging will be examined. They will be analyzed in terms of the assumptions concerning catalog use upon which they are based. Cost of cataloging will be treated as a factor which lends urgency to the problem of evaluat-

ing the service which the subject catalog renders to the library user. Catalog users in a college library will be discussed in terms of their needs and their ability to make use of the catalog. It will be noted that subject-catalog service is influenced by the problem of mounting cataloging costs and by the existence of other subject tools, such as bibliographies and indexes. And, finally, the possibility of training the user of the catalog rather than fitting the catalog to the user will be considered.

PRINCIPLES OF SUBJECT CATALOGING

The library needs of the user have commonly been divided into author-title type and subject type. The former term has been used to describe broadly instances in which the user knows the author or title or some other definite fact about the particular item or items of library material which he wants. The latter term has been used to describe those instances in which the library user knows only the field or subject in which he wants material. Various library tools have been developed to serve either or both of these needs. But there is little evidence as to the degree to which they succeed in doing so. The card catalog, as perhaps the most important and certainly the most costly library tool, is especially deserving of study.

Designed to serve both author-title and subject needs, the catalog merits attention from both aspects. Miller's study on the usefulness of the items on

¹ This is the first of two articles which comprise the essential portion of a dissertation submitted to the faculty of the Graduate Library School, University of Chicago, in candidacy for the A.M. degree (September, 1943). The second paper will describe the study and its findings.

the catalog card is an example of study of the use of descriptive cataloging.² The two outstanding works on subject cataloging are Hitchcock's study of the omission of subject cards in the university catalog³ and Kelley's study of the extent to which material is covered by certain definite subject headings.⁴ Both of these studies, however, are concerned with current practice and its value to hypothetical users. Does the catalog user actually find what he is looking for in the catalog? If he fails, can we determine the causes for his failure? The answers to these questions lie in a field of investigation which has not been systematically studied.

The purpose of the card catalog is to describe and organize the holdings of the library so that the library user may be made aware of its contents. The subject catalog undertakes to describe the subject content of library holdings in anticipation of the subject needs of the library users. The classified catalog, the dictionary catalog, and various combinations of the two have been devised to serve this primary purpose.

The classified catalog.—In a classified catalog cards are arranged systematically according to a theoretical classification of knowledge. This type of catalog is based on the premise that the catalog user will find it desirable to have related materials grouped together. Even Cutter, upon whose *Rules*⁵ the dictionary

catalog is primarily based, recognized that the classified catalog is advantageous for the student of a general field, in that he finds material grouped according to its relevance to his interests.⁶ Cutter points out also that the student will use that part of the catalog which he needs with increasing ease as he returns to it again and again.⁷

Quinn directs attention to the value of logical order in the classified catalog in surveying the field of interest to the user. But he notes that the student must have first "taken the trouble to master the scheme of the catalogue."⁸

The fundamental assumptions behind the classified catalog are the same as those behind library classification. First, there is a basic logical order in knowledge. Second, the library user will best be served if library material is organized in terms of this order. Service to the user implies that he will be able to ascertain the library's holdings in the subject in which he is interested and that he will be able to do this as quickly and as thoroughly as possible. But since library users vary in their needs and their habits of work, and since the needs of any one user may vary from time to time, the second assumption must be further tested before it can be accepted.

The dictionary catalog.—The dictionary catalog is built on the fundamental principle of alphabetical arrangement of subject headings. The alphabetic characteristic is designed to meet the need of

² Robert A. Miller, "On the Use of the Card Catalog," *Library Quarterly*, XII (1942), 629-37.

³ Jennette Eliza Hitchcock, "The Coverage of Material under the Subject Entries of the Dictionary Catalog in American University Libraries" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1938).

⁴ Grace O. Kelley, *The Classification of Books* (New York: H. W. Wilson Co., 1937).

⁵ Charles A. Cutter, *Rules for a Dictionary Catalog* (4th ed.; Washington: Government Printing Office, 1904).

⁶ C. A. Cutter, "Library Catalogues," in *Public Libraries in the United States of America* (Special Report, Department of the Interior, Bureau of Education, Part I [Washington: Government Printing Office, 1876]), p. 529.

⁷ *Ibid.*, p. 530.

⁸ J. Henry Quinn and H. W. Acomb, *A Manual of Cataloguing and Indexing* (New York: Charles Scribner's Sons, 1933), pp. 127-28.

the user without requiring him to "take the trouble to master the scheme of the catalogue." But, as Ranganathan points out, most subject catalogs partake in some measure of classified aspects. "Mann changes the whole pattern of things. She prescribes inverted headings to secure *logical arrangement*, thus making alphabetisation a mere camouflage."⁹ At any rate, since, in the dictionary catalog, cards are arranged according to the words used in the subject headings, terminology becomes a matter of prime importance. The assumption is that the user of the catalog will look for subjects in the same terms as those by which they are described in the catalog.

The long controversy over the respective merits of the classified catalog and the dictionary catalog has not yet ended. But present practice in the United States indorses the dictionary catalog—or, more exactly, the Library of Congress modification of it. The limitations of both types of catalog are recognized by their proponents. The employment of an alphabetic index to the classified catalog implies an acceptance of its limitations and indicates an effort to overcome it. And, in regard to the dictionary catalog, Quinn suggests: "It would be possible to include a classified synopsis of the subject-headings contained in the catalogue as a preface, the use of which would show the enquirer beyond doubt that he had not overlooked any portion of a whole class or subject."¹⁰ But, even without such a synopsis, the dictionary catalog attempts to overcome the limitations of complete dependence on terminology by the use of cross-references.

⁹ S. R. Ranganathan, *Theory of Library Catalogue* (Madras: Madras Library Association, 1938), p. 177.

¹⁰ *Op. cit.*, p. 130.

Library of Congress subject cataloging.—Because the distribution of catalog cards by the Library of Congress has influenced the character of subject cataloging in many American libraries, it will be of interest here to examine the principles behind Library of Congress methods. There are two aspects of the problem to be examined: first, the actual terminology employed and, second, the methods by which the pure dictionary principle is modified so that the catalog assumes characteristics of the classified catalog. The rules formulated by Cutter in the United States Report of 1876 and revised three times are the foundation upon which Library of Congress practice is based. They are embodied in thirty-two rules.

The primary rule is that of specific entry:

161. Enter a work under its subject-heading, not under the heading of a class which includes that subject.¹¹

Cutter commented on it: "This rule of 'specific entry' is the main distinction between the dictionary-catalog and the alphabetic-classed."¹² The rule appears clear and simple enough, but other rules and judgment are necessary to its application.

After the specific subject is determined, it must be expressed in a suitable subject heading. Cutter observed immediately one difficulty.

Some subjects have no name; they are spoken of only by a phrase or by several phrases not definite enough to be used as a heading. . . . But before the catalog can profitably follow its "specific" rule in regard to them they must attain a certain individuality as objects of inquiry, and be given some sort of *name*, otherwise we must assign them class-entry.¹³

¹¹ Cutter, *Rules*, p. 66.

¹² *Ibid.*, p. 67.

¹³ *Ibid.*

Hitchcock discovered that in some libraries subject headings are omitted for subjects so vague and amorphous in quality as to defy naming.¹⁴

Cutter also recognized the problem of synonymous headings and formulated a rule to solve it.

169. In choosing between synonymous headings prefer the one that—

(a) is most familiar to the class of people who consult the library.

(b) is most used in other catalogs.

(c) has fewest meanings other than the sense in which it is to be employed.

(d) comes first in the alphabet, so that the reference from the other can be made to the exact page of the catalog.

(e) brings the subject into the neighborhood of other related subjects.¹⁵

His first criterion is a truism of library theory. But, applied to standardized cataloging, it has little effect. The Library of Congress may be able to determine what word is most familiar to its patrons, but it cannot easily determine what word is most familiar to the patrons of the hundreds of libraries for which it supplies cards. The second criterion follows automatically in the wake of standardized cataloging. The fourth and fifth criteria have little meaning in the large card catalogs in use today.

It is interesting that Cutter ignored a problem which is generally believed by librarians today to be particularly pressing. That is the question of change in meaning. Bishop pointed out the difficulty almost forty years ago. "One of the greatest obstacles to successful work in the field we are considering is the unfortunate fact that fashions in nomenclature change rapidly."¹⁶ The Library of

Congress appears to be attempting to obviate this difficulty by avoiding popular terminology in favor of an exact if slightly broader wording. For example, reference is made from "Mechanized warfare" to "Mechanization, Military."

Cutter added further rules:

170. In choosing between two names not exactly synonymous, consider whether there is difference enough to require separate entry; if not, treat them as synonymous.

171. Of two subjects exactly opposite choose one and refer from the other.

172. Enter books under the word which best expresses their subject, whether it occurs in the title or not.

173. Carefully separate the entries on different subjects bearing the same name, or take some other heading in place of one of the homonyms.¹⁷

Further difficulties arise when a subject cannot be expressed in a single word. This happens when a relationship must be expressed and when a single word is not specific enough to designate the limits of the subject. Relationship may be between two aspects of a subject which are almost never considered separately. Examples of this type are "Textile industry and fabrics" and "Labor and laboring classes." Such grouping serves to define the subject matter without causing any apparent difficulty to the user in regard to the filing of the cards. But the relationship may be one between two subjects not ordinarily associated together. "Education and crime" is an example of this. The order of the two terms is a decisive factor in the placement of the card. Assuming that the terms are of equal importance and that the user would be just as likely to look under one term as the other, the first word may be chosen arbitrarily. But here there is variation in practice. Recent books have dealt with

¹⁴ *Op. cit.*, p. 80.

¹⁵ Cutter, *Rules*, p. 70.

¹⁶ W. W. Bishop, "Subject Headings in Dictionary Catalogs," *Library Journal*, XXXI (1906), C114.

¹⁷ Cutter, *Rules*, pp. 70-71.

the subject of democracy and education. In this instance the practice is to use two subject headings, "Democracy" and "Education." The books are considered as dealing with two separate subjects rather than with the relationship between two subjects. If two headings were used for books on crime and education, "Crime and education" and "Education and crime," it might be argued that the effect would be the same as that of the present practice in regard to books on democracy and education. But actually the result is quite different. The patron who wants a book on education and democracy will find the book listed with all the general books on education or with all the general books on democracy. The patron who wants a book on education and crime finds a specific subject heading for books which deal only with material on education as related to crime.

Subject headings which use more than one word in order to specify the limits of a subject are of four types: (1) subdivided (e.g., "Education—Experimental methods"); (2) inverted (e.g., "Chemistry, Organic"); (3) uninverted (e.g., "Juvenile delinquency"); and (4) phrase with preposition (e.g., "Education of children"). The important thing to observe about all these types and the examples of their use is that all of them are designed to express a subject more specifically than can be done in one word. It may be noticed that each of the subjects given as examples above can be expressed in the other three types of subject heading. Thus, the subject "Education—Experimental methods" might be expressed: (1) "Education—Experimental methods"; (2) "Education, Experimental"; (3) "Experimental education"; or (4) "Experimental methods in education." Similarly, "Chemistry,

Organic," might appear as (1) "Chemistry—Organic matter (or "Organic matter—Chemistry"); (2) "Chemistry, Organic"; (3) "Organic chemistry"; or (4) "Chemistry of organic matter." "Juvenile delinquency" might be expressed thus: (1) "Youth—delinquency" (or "Children—Delinquency"); (2) "Delinquency, Juvenile"; (3) "Juvenile delinquency"; or (4) "Delinquency of Children" (or "Delinquency of youth"). And "Education of children" might be expressed: (1) "Education—Children" (or "Children—Education"); (2) "Education, Elementary"; (3) "Elementary education"; or (4) "Education of children."

Every example given above meets the primary rule of specific entry. Why, then, the difference in form? Apparently each case is a different solution of the problem of meeting the needs of the user. It is assumed in the first case that the user will find it valuable to have various specific aspects of the broad subject of education grouped together under the broad term "Education." In the second case it is assumed that the user will be served best by a juxtaposition of the specific fields of chemical investigation. In the third example it is assumed that the user will not be interested in finding related fields of study near by as he consults the catalog. The fourth example implies the same justification as the first; namely, that the user will find it valuable to have various specific aspects of the broad subject of education grouped together under the broad term "Education."

But the use of the fourth type of heading rather than the first or second indicates a secondary grouping beyond the simple juxtaposition of works in the field of education. This field, incidentally, is an excellent example of the com-

plexity which a dictionary catalog may assume in some of its classified aspects. First, we find "Education." Then, "Education" with subdivisions. It may be noted here that certain filing codes recommend a classification of the subdivisions. Thus general subdivisions are arranged in one alphabet and followed by subdivisions as to place in another. Following the subdivisions are inverted headings, such as "Education, Compulsory." Phrase headings bring up in the rear with such headings as "Education and crime" and "Education of children." The result is a subdivision of the field of education into three or more groups, with three or more separate alphabets.

Certain libraries, it is true, have, by ignoring the distinctions made above, grouped all these types of headings in one alphabet. But it is clearly the intention of the Library of Congress that such headings be used to organize subject matter along classified lines.

It may be interesting to note what light Cutter's rules have to throw on present practice.

174. The name of a subject may be—

(a) A single word, as Botany, Economics, Ethics,

Or several words taken together, either—

(b) A noun preceded by an adjective, as Ancient history, Capital punishment, Moral philosophy, Political economy.

(c) A noun preceded by another noun used like an adjective, as Death penalty, Flower fertilization.

(d) A noun connected with another by a preposition, as Penalty of death, Fertilization of flowers.

(e) A noun connected with another by "and" as Ancients and moderns.

(f) A phrase or sentence, as in the titles "Sur la règle *Paterna paternis materna maternis*" and "De usu paroemiae juris Germanici, *Der Letze thut die Thüre zu*;" where the whole phrase would be the subject of the dissertation.¹⁷

¹⁷ *Ibid.*, pp. 71-72.

A discussion of the courses open to the cataloger in dealing with these various subjects leads Cutter to recommend:

175. Enter a compound subject-name by its first word, inverting the phrase only when some other word is decidedly more significant or is often used alone with the same meaning as the whole name.¹⁸

He recognizes that those who recommend entry under the substantive have a case but points out further that

Another objection is that in most cases the noun expresses a class, the adjective limits the noun, and makes the name that of a subclass . . . and to adopt the noun (the class) as the heading is to violate the fundamental principle of the dictionary catalog. The rule is urged, however, not on the ground of propriety or congruity with the rest of the system but simply as convenient, as a purely arbitrary rule which *once understood* will be a certain guide for the reader. . . . The specific-entry rule is one which the reader of a dictionary catalog must learn if he is to use it with any facility; it is much better that he should not be burdened with learning an exception to this, which the noun rule certainly is.¹⁹

It appears that the Library of Congress has interpreted Rule 175 with much flexibility. But the tendency away from Rule 175 and toward present Library of Congress practice has long been recognized. As early as 1904 we find an apologist for some abandonment of the dictionary principle in favor of the classified effect. According to Lane, "Even in a dictionary catalog a certain amount of classification necessarily creeps in under its larger headings (especially country headings) in order to reduce into a manageable shape the great mass of titles that accumulates there."²¹

¹⁹ *Ibid.*, p. 72.

²⁰ *Ibid.*, pp. 73-74.

²¹ W.C. Lane, "Present Tendencies of Catalog Practice," *Library Journal*, XXIX (1904), C137.

Hanson in 1909 noted the "present" tendency in the Library of Congress to bring together related headings by means of inversion, combinations of two or more subject words, and even by subordination. To him it appeared to be a compromise between the dictionary catalog and the alphabetic-classed. His reasons for the tendency were based on economy of administration and service to the clientele. In support of the latter reason he stated that student and investigator "are best served by having related topics brought together so far as that can be accomplished without a too serious violation of the dictionary principle."²²

Mann has three reasons for such classification of subject headings:

A number of very good reasons for grouping the various aspects of a question together in the dictionary catalog warrant the use of these inverted headings. Such an arrangement (1) brings all books on every phase of one subject together, (2) frequently gives a grouping different from the classification on the shelves, and (3) relieves the readers of the fatigue and the trouble of searching in several places in the catalog to find related topics.²³

The question of entry of material under place or under subject is actually a corollary of the problem considered above. But it has received special treatment in Cutter and in the work of other catalogers. Cutter's rules on the subject are as follows:

164. The only satisfactory method is double entry under the local and the scientific subject. . . . But as this profusion of entry would make the catalog very long, we are generally obliged to choose between country and scientific subject.

²² J. C. M. Hanson, "The Subject Catalogs of the Library of Congress," *Bulletin of the American Library Association*, III (1909), 390.

²³ Margaret Mann, *Introduction to Cataloging and the Classification of Books* (Chicago: American Library Association, 1930), p. 179.

165. A work treating of a general subject with special reference to a place is to be entered under the place, with merely a reference from the subject.²⁴

Among Ranganathan's caustic comments on the ambiguity here is the remark that "no rule is more violated by cataloguers than that he lays down on this subject."²⁵ He quotes Mann's attempt to improve upon the rule:

"1. Use subject subdivided by country for scientific and technical headings, also most economic and education topics. . . .

"2. Use country subdivided by subject for historical and descriptive subjects together with the political, administrative and social headings."²⁶

But he finds this prescription equally baffling.

Bishop points out divergencies in practice, personally favoring that of the British Museum, which uses very few subdivisions under country, because he considers it more nearly in line with the habit of readers and the viewpoint of the makers of books. He states further:

It may be abandoning the search for a guiding principle. But it seems to me that the habit of most readers and authors is a fair guide for us. After all it is for them that the catalog is made.

. . . . At no other point of subject catalog work is definite adherence to a fixed rule more necessary than here. A decision once taken in this matter should be rigidly executed. If this is done, the people who use the catalog will quickly learn to follow the principle adopted and will in consequence consult the catalog with ease.²⁷

There is interesting reasoning here. Why should it be necessary for readers to "learn to follow the principle adopted" when the principle is presumably based on their present habit of thought?

²⁴ Cutter, *Rules*, p. 68.

²⁵ Ranganathan, *op. cit.*, p. 81.

²⁶ *Ibid.*, p. 82, quoting Mann, *op. cit.*, p. 181.

²⁷ *Op. cit.*, p. 117.

Enjoyable though such theoretical discussion may be, the actual fact remains that by the juggling of terms the dictionary catalog has been made to take on certain characteristics of the classified catalog. It has been done in a variety of ways, and it has been justified by assumptions as to the needs of the user. The question inevitably arises as to whether such assumptions can be accepted without actual data.

To the writer it appears highly probable that it was originally assumed that a certain degree of logical arrangement would be of value to the user of the catalog. Subsequent decisions as to rules and individual subject headings stressed the "logical" part of the assumption to the detriment of the "user" part. That is, once the assumption was made that logical order was desirable, each individual decision rested on demands of logic rather than on investigation or even analysis of the user's needs in each individual case.

Another group of Cutter's rules worthy of consideration here are those under the heading "Form-Entry":

189. Make a form-entry for COLLECTIONS of works in any form of literature.

.... The rule above confines itself to collections. It would be convenient to have full lists of the single works in the library in all the various kinds of literature, and when space can be afforded they ought to be given. Note, however, that there is much less need for these lists in libraries which give their frequenters access to the shelves than where, such access being denied, borrowers must depend entirely on the catalog. There is no reason but want of room why only collections should be entered under form-headings.

190. Make a form-entry for single works in the RARER LITERATURES, as Japanese, or Kalmuc, or Cherokee.

191. Make a form-entry of encyclopaedias, indexes, and works of similar PRACTICAL FORM, the general ones under the headings *Encyclo-*

paedias, etc., the special ones in groups under their appropriate subjects.

192. Make a form-entry of PERIODICALS, either

- a. in one alphabet under *Periodicals*, or
- b. under the languages, as *English periodicals*, *French periodicals* (or *France, Literature, Periodicals*), or
- c. the English periodicals under *Periodicals* and the foreign under the languages.²⁸

Many libraries which do not allow patrons access to the shelves nevertheless follow the Library of Congress practice of using form headings only for collections. And it is common for libraries to follow Library of Congress practice in regard to the use of form subdivisions whether or not the number of cards in a given subject is large enough to require subdivision.

THE COST OF SUBJECT CATALOGING

An examination of the cataloging situation should include some consideration of costs. It has long been recognized that cataloging is a relatively expensive process, and the growth in the flow of printed material has made the problem increasingly pressing. The total amount of money spent in the United States on cataloging must be enormous, with estimates of cost ranging to well over a dollar per title.

Interest in the problem of costs is evidenced by the number of studies which have recently been made in the field of cost accounting. Many of these have succeeded in breaking down the data on cost into units which are standardized and small enough to be of administrative value. No figures are available for the amount of the total cost which may be charged to subject cataloging. Miller obtained figures on the direct labor cost of subject headings and classi-

²⁸ Cutter, *Rules*, pp. 81-82.

fication indicating that the cost of these processes was \$0.295 per title out of a total cost of \$1.18, and \$0.215 per volume out of a total of \$0.86.²⁹

Using his figures as a basis, it may be estimated that one-fourth of the labor cost of cataloging may be charged to subject cataloging and classification. It would be difficult to separate the cost of subject cataloging from that of classification, because where they are done together, by the same person, the one process contributes to the other. It is evident that subject cataloging consumes a sizable proportion of the vast amount spent on cataloging as a whole. But determination of cost becomes meaningful only as it is related to value. And value in library service should be measured in service to the user.

THE USER OF THE CATALOG IN THE COLLEGE LIBRARY

The needs of the user.—Catalog users may be analyzed as to the type of use which they make of the subject catalog. They range from the person who wants a single reference on a subject to the one who wants to assemble all the library holdings in a given field, large or small. The distinction is an important one, because success in the use of the catalog may well be determined by the relation of the type of use to the amount of material which the library has in a given

subject. Kelley's study³⁰ of the extent to which all the material on a given subject was brought together by the classification and the subject catalog would have no bearing on a consideration of the success of the catalog user who wants only "a good book" on a given subject. This type of user would probably be only confused to find all the material in the library on a given subject listed under one heading. But the study is most pertinent to a consideration of the extent to which the classification and subject catalog serve to exhaust the resources of the library for purposes of the research worker.

At present the subject catalog attempts to serve in some measure both types of use. MacNair lists as criteria for an evaluation of the catalog clarity for the general reader, suggestiveness for the unaccustomed searcher, and detail for the specialist.³¹ But where Hanson admits that the best catalog might in some instances be inadequate to the scholar who is making an exhaustive search in any given subject,³² Pettus states that the catalog "is intended for the reader with a deeper interest, who is willing to spend a modicum of time and effort."³³

The ability of the users.—Catalog users in the college library fall into three general categories: librarians, faculty, and students. It may be assumed that librarians have no difficulty in using the

²⁹ Robert A. Miller, "Cost Accounting for Libraries: Acquisition and Cataloging," *Library Quarterly*, VII (1937), 530. A recent cost analysis in the library of Chicago Teachers College and Woodrow Wilson Junior College resulted in figures for total cataloging cost similar to Miller's. Although in this study cataloging—descriptive and subject—and classification were considered as a unit process, observation supports the conclusion that, had the procedure been broken down into smaller units, the results would have also been similar to Miller's figures.

³⁰ *Op. cit.*

³¹ Mary W. MacNair, "The Library of Congress List of Subject Headings," in *Proceedings of the Catalog Section, American Library Association* (Chicago: Catalog Section, American Library Association, 1929), p. 57.

³² J. C. M. Hanson, "Subject Catalogs or Bibliographies for Larger Libraries?" *Library Journal*, XXIX (1904), 473.

³³ Clyde Pettus, "The Catalog from a Cataloger's Viewpoint," *Library Journal*, LVIII (1933), 397.

catalog such as arises from the nature of the catalog as distinguished from the nature of the material cataloged. It is probable that faculty members are so familiar with the material in their own fields that they use the catalog only as a finding list. But there are no data available as to their ability to use the catalog as a subject tool.

The success which a student will have in using the subject catalog may be reasonably expected to be influenced by two factors: the extent of training in library use which he has had and the amount of patience and perseverance which he is willing to expend on his search. Library training given to students, however, appears to be unfortunately little concerned with the complexities of the subject catalog. To the observer of students using the catalog, it is apparent that many who have been exposed only to the degree of library training which is found in orientation courses are little more than aware of the fact that there are subject cards. The element of perseverance may have effect on success in consulting the subject catalog in two ways. First, it is of value when the student has difficulty in tracking down the subject he wants. Second, it may have influence on the success which a student will have in accumulating references to a large body of material. That is, in order to become aware of all the material the library has relevant to a particular subject, the student must have patience to exhaust all possible subject entries.

PROBLEMS OF SUBJECT CATALOG SERVICE

Extent of service versus cost of service.—

The extent of catalog service must necessarily be influenced by the cost of the service. It might be possible to enter

subject material under every subject heading under which a catalog user might look. But the cost of such a procedure would be prohibitive. So, in final reckoning, a compromise must be effected between economy and service. But the cataloger must be careful to measure cost not only in terms of materials and his own time but also in terms of cost in time and money expended by the other members of the library staff, and especially by the catalog user. As Randall has pointed out, "evaluation contains these two factors—cost and satisfaction."³⁴ And satisfaction of the catalog user is based partly upon the degree of success which he achieves in using the catalog and partly on the amount of time and effort he spends on achieving that success.

The catalog versus other subject tools.—

Ideally, the catalog might attempt to render complete service, but in an effort to help the patron find the material he needs and at the same time decrease the cost of cataloging, various other tools—such as indexes, bibliographies, encyclopedias, dictionaries, and the classification itself—have been developed. And it is undeniably true that they are often successful. But catalogers are forced to another compromise with respect to this problem. Library patrons are frequently not acquainted with such tools and look to the catalog to supply them with material which the other tools are expected to bring out. Here, again, the cataloger feels the opposition between the desired goals of economy and service.

Fitting the subject catalog to the user versus training the user.—If it be ad-

³⁴ William M. Randall, "The Technical Processes and Library Service," in his *The Acquisition and Cataloging of Books* (Chicago: University of Chicago Press, 1940), p. 27.

mitted that some catalog users do not receive satisfaction from the catalog, it may be argued that the reason lies in their inability to use the catalog correctly. Perhaps the dilemma between cost and service might be resolved by more careful training of the catalog user. Ulveling contends that much has already been done in this respect.³⁵ But, if the users of the subject catalog are still having recognizable difficulty, it might be argued that their training has been less thorough than need be. If, on the other hand, it is acknowledged that the catalog is a tool made primarily for the use of the library patron, the latter might justifiably consider catalogers unreasonable in demanding that he follow their rules. Randall has observed the tendency of catalogers and classifiers to have more "concern for the materials of service—books—than for the users of this service—library patrons."³⁶ His contention is that the library patron has not received the attention he has deserved from catalogers whose stated purpose is service to the user.

³⁵ Ralph A. Ulveling, "Present Day Economies in Cataloging," *Catalogers' and Classifiers' Yearbook No. 4, 1934* (Chicago: American Library Association, 1935), p. 28.

³⁶ *Op. cit.*, p. 8.

SUMMARY

Although the purpose of subject cataloging is admittedly service to the catalog user, it has been found that the principles of subject cataloging are based on assumptions rather than on knowledge of the user. The cost of cataloging, on the other hand, is high enough to warrant justification in terms of an evaluation of service; and service cannot be evaluated without some knowledge of the catalog user. Library patrons classified as to training in catalog use have been found to vary from the well-trained librarian to the untrained student. An analysis of their needs leads to the conclusion that their success in using the catalog is in some measure determined by the amount of subject material they desire and by the perseverance with which they pursue their object. In an effort to effect a compromise between the goal of service and the necessity for economy, catalogers have tried to limit the catalog where subject needs could be filled by other tools. Other efforts toward the compromise have resulted in the opposing demands, first, that the user be trained in principles of subject cataloging and, second, that the catalog be fitted to the habits and needs of the user.

THE OCCUPATIONS OF REGISTERED BORROWERS IN A PUBLIC LIBRARY

WALTER H. KAISER

THE registration figure which represents borrowers registered for a consistent and definite time period is a rough but useful indicator of the library's acceptance by the public. The figure becomes more useful as it is analyzed into specific and significant terms—age, education, occupation, sex, race, etc. The effects of these factors on reading and library use have been recorded in other publications.

This segmental report of registration is concerned with ascertaining the occupations of one public library's borrowers and with relating the occupational groups found in the library registration to those in the total population.

The community in which this study was made is Muncie, Indiana, a city which was the subject of the Lynds' two noteworthy volumes, *Middletown* and *Middletown in Transition*. These two volumes afford ample information for those who might wish to explore the community backgrounds of the public library.

During the period January, 1941—June, 1942, the occupations of 6,723 adult borrowers of the Muncie Public Library were tabulated under the major occupation groups used by the Bureau of the Census. These groups are inclusive but are sufficiently specific to reveal useful information.

NOTE ON METHOD

In the compilation of the tables several adjustments of the registration data were made to allow comparisons with the

1940 Census data. Thus it was necessary to enlarge each occupational grouping of registered borrowers to the figure representing their true or approximate number in the total registration. The registration period for the library is three years, but the study was carried on for only eighteen months. During this period 55.5 per cent of the total adult registration and 58.4 per cent of the total juvenile registration were recorded. These two groups were enlarged so that both reflected 100 per cent of the actual registration.

Another correction factor was employed in arriving at the total number of persons in each occupational group in the population served by the library, since occupational data, except for the enumeration of farmers, were available for the city of Muncie only, while the library serves both Muncie and the township in which Muncie is located. Approximately 9.2 per cent of the population of the township resides outside the city limits. The population figure for farmers was deduced from Census data, and the remaining groups were each enlarged to reflect the population of the township.¹ The writer's personal observation of the occupational character of the population residing in the township outside Muncie permits this adjustment with a minimum of error. The

¹ All the Census data used in this study and included in the tables appear in U.S. Bureau of the Census, *16th Census of the United States, 1940: Population: Second Series: Characteristics of the Population: Indiana* (Washington: Government Printing Office, 1942), Tables 28, 31, 32, and 33.

map in the Lynds' *Middletown in Transition* is cited in confirmation.

In tabulating the registration data, persons fourteen years and over were assumed to hold adult cards, since the library grants adult cards to those boys and girls who have completed eight grades.

The registration and the Census data as used in this study which relate to the occupation-not-reported group require explanation. For this group the library registration figure includes those who in the Census data are reported as "Unable To Work" or "Seeking Work," and probably a small percentage of persons for whom the information could not be obtained. To this group were related the Census data for those "On Public Work," "Seeking Work," "Unable To Work," "In Institutions," and "Other" and "Occupation Not Reported." Some degree of error is probably existent for each group because of this rationalization of the data, but the error is not likely to be important.

The following occupational groups were considered as one group in compiling the registration figure for the service workers: "Domestic Service Workers"; "Service Workers, except Domestic"; and "Protective Service Workers." "Farm Laborers" (there were only thirty in the Census data) were not tabulated as such but were included as laborers.

COMMENTS AND CONCLUSIONS

The following high lights of the report and related comments are noted briefly for the convenience of the reader. Some of these proceed directly from only one statistical table; others from several tables; and still others are the writer's own interpretations and opinions.

1. The largest single group which is

registered by the library is the juvenile group (aged five to thirteen), which accounts for 34 per cent of the total

TABLE 1
COMPARISON OF ADULT LIBRARY REGISTRATION AND ADULT POPULATION BY OCCUPATIONAL GROUPS

Occupational Group	No. Registered by Library	No. in Population	Percentage of Group Registered	Percentage of Total Adult Population	Percentage of Total Adult Registration
Housewives....	3,592	12,412	29	29	30
Students.....	2,642	3,906	68	9	22
Clerical.....	1,555	3,681	42	9	13
Craftsmen.....	1,328	3,304	40	8	11
Occupation not reported.....	886	6,550	14	15	7
Professional....	866	1,524	57	4	7
Services.....	430	2,374	18	6	4
Proprietors....	290	1,784	16	4	2
Laborers.....	272	1,489	18	3	2
Operatives.....	191	5,381	4	13	2
Farmers.....	65	190	34	1	1
Total.....	12,117	42,595	28	101	101

TABLE 2
RANKING OF ADULT OCCUPATIONAL GROUPS BY LIBRARY REGISTRATION, BY SIZE, AND BY PERCENTAGE OF REGISTRATION

OCCUPATIONAL GROUP	RANK		
	By No. Registered	By Size	By Percentage Registered
Housewives....	1	1	6
Students.....	2	4	1
Clerical.....	3	5	3
Craftsmen.....	4	6	4
Occupation not reported.....	5	2	10
Professional....	6	9	2
Services.....	7	7	8
Proprietors....	8	8	9
Laborers.....	9	10	7
Operatives.....	10	3	11
Farmers.....	11	11	5

library registration. Housewives, with 19 per cent, and students, with 14 per cent, follow in order. After these three

groups the registration ranges from 8 per cent for the clerical group to 1 per cent for the farmers.

2. The largest single group in the population is the juvenile group (aged one to thirteen), which comprises 23 per cent of the total population, followed closely by the housewives, with 22 per cent.

TABLE 3

COMPARISON OF PERCENTAGE OF TOTAL LIBRARY REGISTRATION AND PERCENTAGE OF TOTAL POPULATION, BY JUVENILE AND ADULT GROUPS

Group	Percentage of Total Library Registration	Percentage of Total Population
Juvenile (thirteen and under).....	34	23
Adult.....	66	78
Housewives.....	19	22
Students.....	14	7
Clerical.....	8	7
Craftsmen.....	7	6
Occupation not reported.....	5	12
Professional.....	5	3
Services.....	2	4
Proprietors.....	2	3
Laborers.....	1	3
Operatives.....	1	10
Farmers.....	1	1
Total.....	100	101

3. Of the total library registration, 66 per cent is adult and 34 per cent is juvenile.

4. Of the students (both juvenile and adult) in the population, 76 per cent are registered. Only 24 per cent of adults, excluding "adult" students, are registered.

5. The group which shows the largest percentage of its membership registered by the library is the juvenile group (81 per cent), followed by the "adult" students (68 per cent), and the professional group (57 per cent). After these groups the range in percentage of a

group's registration is from 42 per cent for the clerical to 4 per cent for the operatives.

6. The students group, which represents 9 per cent of the total adult population, accounts for 22 per cent of the total adult registration. The professional group, which represents 4 per cent of the total adult population, is 7 per cent of the total adult registration. Of the housewives—the largest in numbers of the adult groups—29 per cent are registered. Operatives, who comprise 13 per cent of the total adult population, account for only 2 per cent of the total

TABLE 4

JUVENILE REGISTRATION

Population of group, aged one to thirteen.....	12,604
Percentage of total population.....	23
Number registered at library.....	6,305
Percentage of registration of population, aged one to thirteen.....	50
Population of group, aged five to thirteen.....	7,809
Percentage of juvenile group registered, aged five to thirteen.....	81
Percentage of total library registration.....	34

adult registration and have but 4 per cent—the lowest of all groups—of their group registered.

7. The Muncie city schools have 88 per cent of the juvenile population group (aged five to thirteen) in school. Of this same age group, 81 per cent are registered by the library.

8. Only 16 per cent of the proprietors group is registered, ranking ninth in the percentage of the members of its group registered. Because of the strategic position of this group in the determination of the library's tax rate, the writer here departs from figures to express an opinion. It would seem that this group's relatively high economic level, with its consequent effects on the personal pur-

chase of books and magazines, the rental of books, and the allocation of its time for business, social, and community activities, will tend to keep the percentage of registration down. Fortunately, this group contains some of the strongest supporters that the library has in the community, in spite of the fact that they are not registered borrowers of the library. This group, too, has among its members some who are the

housewives are added to this grouping, we find that 68 per cent of the total library registration is made up of students and housewives—and this figure does not include the women to be found in the professional, clerical, services, and other groups. The population data reveal that women in the whole population (including housewives), children in the age group one to thirteen years, and the students group (a group considered

TABLE 5
EMPLOYMENT STATUS: PERSONS FOURTEEN YEARS AND OVER: MUNCIE

	Male	Female
In labor force.....	15,703	5,386
<i>Per cent of population, fourteen years and over.....</i>	<i>81.6</i>	<i>27.5</i>
Employed (except in public emergency work).....	13,349	4,789
Wage and salary workers.....	11,665	4,280
Employers and own-account workers.....	1,623	384
Unpaid family workers.....	23	89
Class of worker not reported.....	38	36
On public emergency work (W.P.A., N.Y.A.).....	886	242
Seeking work.....	1,468	355
Experienced workers.....	1,256	260
New workers.....	212	95
Not in labor force.....	3,533	14,180
Engaged in own home housework.....	112	11,387
In school.....	1,613	1,542
Unable to work.....	1,079	766
In institutions.....	26	4
Other and not reported.....	703	481

most effective in opposition to the library's request for appropriations. This opposition does not always proceed from a stinginess with public funds but often from lack of information as to what the library is doing in the community. Thus it is important that the nonlibrary users of this group be given a picture of the place of the library in the community through board members, the librarian, the staff, and other mediums.

9. If the juvenile and students groups are considered together as students, this combination of similar groups accounts for 49 per cent of all library registration. If

"children" by many), comprise about 65 per cent of the total population. One occasionally hears the comment that the public library serves mostly women and children, a comment which usually is given as a veiled criticism; but the population data indicate that it could not be otherwise.

10. The Census data throw some light on the library's registration potential. There are several groups in the community which offer little if any possibility of being registered. One group, the largest which has no representation in the registration figure, is made up of

those persons under five years of age. There are 4,795 persons in this group, or 9 per cent of the total population. A second group whose chances for registration seem small is made up of persons twenty-five years of age or older who have completed from none to four grades in school. Not many of the 2,476 persons in this group are likely to have mastered the techniques and skills necessary to the easy reading of books. It should be noted, too, that functional illiteracy undoubtedly exists to some ex-

TABLE 6
COMPOSITION OF THE POPULATION: SEX,
RACE, AND NATIVITY:
CENTER TOWNSHIP

	Male	Female	Total
Total population.....	27,465	27,648	55,113
Native white.....	25,704	25,890	51,594
Foreign born.....	273	221	494
Negro.....	1,474	1,530	3,004
Other races.....	14	7	21
Per cent native white.....			93.6
Per cent foreign-born.....			0.9
Per cent Negro.....			5.5

tent among those who have completed more than four grades.

The third group from which registration will be small is composed of persons over seventy-five years of age. Advanced age with its accompanying mental and physical disabilities will remove most of this group, 1,098 in number, from the registration potential. Some registered borrowers, of course, will be found among those over seventy-five, but their numbers will be more than offset by those under seventy-five who are not registered because of mental and physical disabilities due to age.

The number of persons in the foregoing three groups is 8,369, or 15 per cent of the total population. Thus, if only tangible and reasonable data of edu-

cation and age are considered in the light of their effects on registration, it presents a more accurate picture to say that 40 per cent of the population potentially available for registration is registered than to say that 33 per cent of the actual population is registered. The remaining 60 per cent theoretically available for registration by the library is

TABLE 7
COMPOSITION OF THE POPULATION: SCHOOL
ATTENDANCE: MUNCIE

Persons five and six years old.....	1,487
Number attending school.....	809
Per cent.....	54.4
Persons seven to thirteen years old.....	5,281
Number attending school.....	5,161
Per cent.....	97.7
Persons fourteen and fifteen years old.....	1,573
Number attending school.....	1,514
Per cent.....	96.2
Persons sixteen and seventeen years old.....	1,548
Number attending school.....	1,109
Per cent.....	71.6
Persons eighteen to twenty years old.....	2,618
Number attending school.....	602
Per cent.....	23.0
Persons twenty-one to twenty-four years old.....	3,614
Number attending school.....	147
Per cent.....	4.1

composed of persons who will fall into the following groups: (a) those who do not desire to read books; (b) those who have no time to read books; (c) those who are handicapped by functional illiteracy and cannot read books now available; (d) those who have physical and mental disabilities preventing the reading of books; (e) those who secure books elsewhere than from the library; (f) those who have violated library rules and are blocked from using the library; (g) those former patrons who are dissatisfied with the library for one reason or another

and who will not reregister; (h) those who read library books but who read books borrowed on other persons' cards.

The factors affecting registration are easy to list, but isolating and identifying

extent the library itself determines the registration potential could be made by selecting a group which ranks low in registration and applying all possible methods to raise the registration figure.

TABLE 8
COMPOSITION OF THE POPULATION: YEARS OF SCHOOL COMPLETED: MUNCIE

	Male	Female	Total
Twenty-five years old and over	14,762	14,687	29,449
No school years completed	191	144	335
Grade school:			
1-4 years	1,103	832	1,935
5 or 6 years	1,589	1,414	3,003
7 or 8 years	5,136	5,024	10,160
High school:			
1-3 years	2,701	2,960	5,661
4 years	2,299	2,782	5,081
College:			
1-3 years	851	854	1,705
4 years or more	757	630	1,387
Not reported	135	47	182
Median school years completed	8.7	9.0	

TABLE 9
COMPOSITION OF THE POPULATION: AGE AND SEX: CENTER TOWNSHIP

Age	Male	Female	Total
Under five	2,437	2,358	4,795
Five to fourteen	4,352	4,324	8,676
Fifteen to twenty-four	4,478	4,944	9,422
Twenty-five to thirty-four	5,022	5,035	10,057
Thirty-five to forty-four	4,134	3,927	8,061
Forty-five to fifty-four	3,122	3,068	6,190
Fifty-five to sixty-four	2,196	2,135	4,331
Sixty-five and over	1,724	1,857	3,581
Total	27,465	27,648	55,113
Twenty-one and over (Center Township)	18,062	18,080	36,142
Seventy-five and over (Muncie)			1,007
Seventy to seventy-four (Muncie)			4,921
Under one (Muncie)			846

the factor or factors, and in the correct degree, for each group or individual in a large community seem an impossible task. The factors are such that a weak library in one community can register a higher percentage of its population than a strong library in another community, the registration period for both being the same. An experiment to ascertain to what

Such an experiment would be the most important justification for the registration study, laying the groundwork for the broadening and intensification of library service.

One condition which may prevent registration from rising far beyond the generally accepted standards in the near future is the presence in the adult popu-

lation of persons who do not read books because available books are not geared to their reading ability. Miss Tompkins has estimated this group to comprise 50 per cent of the adult population.² If this is true, then nearly one-third of the total population would be found in such a group in Muncie. Such a condition may not exist in Muncie to the extent of Miss Tompkins' 1934 estimate; but that it does exist in some degree is clear.

The library itself has undoubtedly decreased the number of potential registrants through its policy with respect to fines. The exact number of inactive cards on file because of fines is not known, but they do exist; and it is reasonable to expect that, as these cards expire, many will not be renewed. Over a period of years, unless the fines are remitted, the number of such blocked persons will be considerable. That this is a problem in many libraries is made clear by the many articles on the subject in professional journals. A few libraries have even discontinued charging fines to children.³ The writer believes, although the matter has not gone further than thought in this library, that fines incurred for overdue books (but not for damaged or lost books) may well be automatically canceled when the per capita income of the library equals the amount of the fine, the credit being allowed, say, either semiannually or

annually. There should be a statute of limitations on fines, especially in the case of fines for overdue books. It hardly seems equitable for the library to impose a permanent penalty (permanent in the sense that a fine does amount to this for some persons) for a temporary inconvenience to the community, particularly since such persons must continue to pay taxes for the library services which are denied them. Such a method of remitting fines as here suggested would have in its favor the strong points of being definite, reasonable, and useful as a yardstick.

To recapitulate: Two facts of the registration report stand out—the library does a good job in registering students, both juvenile and adult, securing about three-fourths of that group, but falls down in registering adults, of whom it secures only about one-fourth. Of the adult groups, the professional, a group which has long been accustomed to using books for both professional and personal reasons, shows the highest percentage of registration, but still only 57 per cent of their group is registered.

It is, therefore, among the adult groups, which, excluding students, constitute about 70 per cent of the population, that the library will have to find new borrowers if the level of registration is to be noticeably raised.

Methods of accomplishing this end are still in the speculative stage, but a knowledge of the facts, as contained in the registration report, is a useful first step in the process.

² Miriam D. Tompkins, "What Is a Readable Book?" *Booklist*, XXX (1934), 196.

³ "Away with Children's Fines!" *Wilson Library Bulletin*, XIV (1940), 652.

HERMANN ERNST LUDEWIG, 1809-56: BIBLIOGRAPHER

ALEX LADENSON

TO A German-American bibliographer, Hermann Ernst Ludewig, belongs the unique distinction of having written the first detailed account of the libraries of the United States. Preceding the well-known work of Charles C. Jewett, *Notices of Libraries in the United States of America*¹ by about five years, Ludewig published a series of articles² in 1845-46 in which, among other things, he described the principal libraries of this country. In calling attention to the work of Ludewig, Professor Jewett declared:

It is a singular, and to us a mortifying fact, that the most accurate account of American libraries was published in Germany, and has never been translated into English. . . . The fullness and accuracy of the details which he [Ludewig] has given are remarkable. I have made free use of them, and have found my labors much facilitated by so doing.³

Because of his interest in the libraries of this country and for his pioneer efforts in the field of American bibliography, Ludewig merits wider notice than he has received to date.⁴ He was born in Dres-

den, Saxony, on October 14, 1809.⁵ Despite the limited means of his father, who was a petty government official in the city of Dresden, Ludewig was given excellent educational training. At an early age he exhibited a keen thirst for knowledge, and upon reaching manhood he was sent to the universities of Leipzig and Göttingen to study law. Though preoccupied with jurisprudence, he devoted a considerable part of his time at the university to history, literature, music, and the fine arts. After receiving his degree he visited France and then, returning to Dresden, settled down to practice law. In 1836 he was married, and for a wedding trip the young couple toured southern Germany, Austria, Switzerland, France, and Italy. This extensive trip afforded Ludewig an opportunity for further study and observation. He delved deeply into the history, language, and literature of the countries through which he traveled. On his return to Dresden, Ludewig resumed his legal practice, which in a short time grew to considerable proportions. His interests, however, were not confined exclusively to law. He was a man of many pursuits, moving freely in the learned circles of Dresden, acting as secretary of the local historical society, and finding time to publish two bibliographical works.

¹ Published originally as *A Report on the Public Libraries of the United States of America: Appendix to the Report of the Board of Regents of the Smithsonian Institution* (31st Cong., 1st Sess., Sen. Misc. No. 120 [1850]).

² "Bibliographie und Bibliotheken in den Vereinigten Staaten von Nord-Amerika," *Serapeum: Zeitschrift für Bibliothekswissenschaft, Handschriftenkunde, und ältere Litteratur*, VI (1845), 209-24; VII (1846), 113-23, 129-72, 177-92, 204-6.

³ *Third Annual Report of the Board of Regents of the Smithsonian Institution* (30th Cong., 2d Sess., H.R. Misc. No. 48 [1849]), p. 34.

⁴ For full biographical sketches of Ludewig see *Historical Magazine, and Notes and Queries concerning the Antiquities, History, and Biography of Amer-*

ica, I (1857), 33-34; XII (1867), 145-47; and *Memoir Biographies of the New England Historic Genealogical Society* (Boston, 1883), III, 136-39.

⁵ There appears to be a discrepancy of one year in accounts of the date of his birth. Several sources give October 14, 1810, as the date.

In 1837 he published *Le Livret des ana: essai de catalogue manuel*,⁶ which has been described as the most exhaustive compilation of books in ana to have appeared at that time.⁷ In 1840 appeared *Zur Bibliothekonomie*,⁸ a work published as a *Festgabe* to mark the four-hundredth anniversary of the invention of printing. In this essay Ludewig advanced his ideas on cataloging. He made a strong plea for what he termed the "Subject Catalog," better known in this country as the "classified" or "systematic" catalog. Though the title of the essay is somewhat ambitious, Ludewig's observations are interesting as revealing the state of cataloging in Germany at that date. He was frank to state that, although librarians could compile the "Nominal Catalog"—that is, the author catalog—they did not possess the necessary knowledge to undertake the preparation of the "Subject Catalog." For this latter type of catalog, subject experts were necessary. Ludewig was an advocate of full cataloging. The entry in the catalog, he insisted, ought to contain not only the most complete bibliographical description of the book but also a scientific appraisal and evaluation of the work. Accompanying the essay is a sample section of a "Subject Catalog" in the field of law prepared by the author.

In the course of his writing and research, Ludewig developed an interest in the United States; and, being possessed of a freedom-loving bent, he was naturally attracted to this country. So

intense did his admiration of America become that in 1844 he decided to dispose of his property, surrender the ease and comfort of Dresden life, and, together with his wife, emigrate to the New World. Arriving at New York, he made immediate plans for an extended tour of the country. Before settling down permanently, he was desirous of observing and studying the political, cultural, and social life of America at first hand.

For almost two years Ludewig traveled through the states. Starting in New England, he covered the entire Atlantic seaboard and then turned westward, his travels carrying him as far as Missouri and Arkansas. His former penchant for libraries and bibliography led him to explore these subjects in this country. As he journeyed from place to place, he surveyed the library resources of each locality. Not only did he inspect and use the principal libraries of the United States, but he also became acquainted with the important private collections. At every turn he sought out and won the assistance of the literary men of America. The monumental collections of Peter Force and George Brinley were placed at his disposal.

The bibliography of America no less than the general subject of libraries intrigued Ludewig. His coming to this country at a time when the democratic impulse ran high, coupled with his innate love for free government, strengthened his intellectual interest in the young republic. Wherever he went he collected bibliographic data relating to the United States. Of special interest to him were the printed sources of American local history. In a real and not a rhetorical sense Ludewig was a bibliographic explorer. The art of bibliography received scant attention in this country at that day; for America, it will be remembered,

⁶ Dresden, 1837.

⁷ S. Austin Allibone, *A Critical Dictionary of English Literature and British and American Authors* (Philadelphia: J. B. Lippincott Co., 1891), I, 1142.

⁸ Dresden: C. H. Gärtner, 1840. For assisting in the translation of Ludewig's works, the writer is indebted to Ernest Oberlander.

was still too busily engaged in conquering the wilderness. In unearthing bibliographic material Ludewig mentions the difficulties encountered. In one place he wrote:

For in Europe the gathering of accurate bibliographical notices is an easy and pleasant task, when compared with the trouble and difficulties to be encountered in the same pursuit in this country where the sources of bibliographical instruction, as far as they exist, are scattered here and there; where the collector, as previously remarked, must be constantly on his guard, and can rely only on himself for every accurate notice which he may want; and where, besides, the attempt to supply these notices has but very little of the "spiritual pleasure of a trip from page to page, from book to book," but requires an actual and fatiguing tour in search of literature. It requires indeed a true "bibliophile voyageur."⁹

From the material collected during his travels and earlier studies, Ludewig published the articles in the *Serapeum*, referred to above, which dealt with the bibliography, libraries, and book trade of the United States. The first article consisted of a bibliography of bibliographies on America. It was probably the earliest work of its kind; Justin Winsor described Ludewig's accounts of American libraries and bibliography as "the first contributions to this subject."¹⁰ Not only was each entry in the bibliography fully described, but a complete bibliographic history of every item was included. Ludewig compiled the list in a manner which left little doubt as to his high scholarship or professional integrity.

Ludewig's succeeding articles in the *Serapeum* contained a detailed description of the libraries of the United States. Although his list was not so comprehen-

sive as the later Jewett compendium, as a pioneer effort it is not without interest and value. Whereas Jewett listed over six hundred libraries, Ludewig described approximately two hundred. None of the principal libraries, however, was omitted by the latter. Ludewig was quite cognizant of the fact that his compilation was not an exhaustive one, for he stated that his list could easily have been tripled if time and funds had been available. Whereas Jewett obtained his material largely through the questionnaire method, Ludewig was obliged to rely mainly on personal visits for his source of information—a far more costly procedure. In speaking of his difficulties he observed that the traveler too often discovers in the South what he should have seen in the North from whence he has just come and similarly learns, upon returning to the East from the West, what he should have visited in the latter region. Ludewig arranged his data alphabetically by state and city. In so far as he was able, he included in each notice a brief historical statement of the institution, a description of the book collection, and a listing of the printed catalogs.

Unlike many other European travelers, Ludewig was enthusiastic about America; moreover, he was most liberal in his praise of American libraries. In contrast to the rigidity of European library rules, the ease with which books were made accessible to readers in the United States was a source of no small wonder and delight to him. A few of Ludewig's observations concerning American libraries are of sufficient importance to warrant summarization. In one place he gave it as his opinion that no country had done as much for libraries in the last seventy years as the United States. At another point he observed that, although many of the American

⁹ *The Literature of American Local History* (New York: R. Craighead, 1846), p. xviii.

¹⁰ *Narrative and Critical History of America* (Boston: Houghton Mifflin & Co., 1889), I, v.

libraries were small when measured in terms of volumes alone, their usefulness was far greater than similar institutions in Europe by reason of the printed catalogs that were in current vogue. The idea of printed annual reports appealed to him, but he considered it regrettable that libraries did not exchange such reports, and it distressed him even more to find that some libraries did not have on hand an unbroken sequence of their own reports. Equally disturbing to him was the fact that libraries did not exchange catalogs. Very little escaped the notice of Ludewig. He described the various types of libraries, outlined the method by which they were organized, commented on the manner in which book purchases were made, and noted the use that was made of American libraries.

In addition to the *Serapeum* articles, Ludewig published, as a result of his tour of the United States, *The Literature of American Local History*. The latter is a bibliographical work of some fourteen hundred items consisting of historical sources pertaining to the individual states, counties, cities, and towns of the United States. It is restricted to "books either published by Americans at home or abroad or reprinted in the United States." In a lengthy Introduction, which is largely devoted to paying a glorious tribute to this country, the author offers some general comments on the nature of bibliography. It is significant that in 1846 Ludewig found it necessary to justify the publication of a bibliographical work in this country in such elementary terms as the following:

.... True bibliographical knowledge is not only the safest insurance against literary depredations and mystifications, and the surest test of originality, but also an actual savings bank for time and money in literary pursuits. Historical sciences especially, being founded on former records only, and depending principally

upon a thorough and critical use and knowledge of existing sources, stand more in need than others of the aid of bibliography, as the topographical statistics of literature.¹¹

One of his principal purposes in compiling this work, Ludewig announced, was to stimulate interest in the study and writing of American history and in the founding of an "American Historical Library," where there could be deposited as complete a collection "as possible of writings concerning the history of the whole American continent." To what extent Ludewig succeeded in his aim, and what influence he exerted on the subsequent writings of American history, cannot be measured. This much at least is known: no less distinguished a bibliographer than Henry Harris asserted¹² that Ludewig's work prompted the publication of a series of local state bibliographies in *Norton's Literary Letter*, three of which were published.

The reception that was given to *The Literature of American Local History* at the time it appeared was extremely disappointing to the compiler. Ludewig had five hundred copies of the work privately printed. Half of this number he sent to his friends in Europe. The other half he distributed to libraries and to the literati of America. Of the two hundred and fifty copies distributed in this country, Ludewig received only twenty-seven letters of acknowledgment. This was a shocking blow to him. The failure to recognize the immediate value of Ludewig's work, however, is probably to be accounted for, as already indicated, by the fact that the art of bibliography was an innovation in this country in the 1840's. When Ludewig came to publish a supplement¹³

¹¹ *Literature of American Local History*, p. xvi.

¹² *Bibliotheca Americana vetustissima* (New York: Geo. P. Philes, 1866), pp. xxxviii-xxxix.

¹³ *The Literature of American Local History: First Supplement* (New York: R. Craighead, 1848).

two years later, he struck off only thirty copies, sending them to the persons who had acknowledged the earlier work.

Another one of the many intellectual interests of Ludewig was the study of ethnology, particularly in the field of comparative philology. For years he collected material on the history of language. Of especial interest to him was the linguistics of the aborigines of North America. After some ten years of research in this area, Ludewig compiled a bibliography entitled *The Literature of American Aboriginal Languages*¹⁴ which he intended to make the first part of a more extended study on the history of language. The bibliography, while in manuscript form, was first deposited by its compiler in the library of the American Ethnological Society of New York. At the request of Nicolas Trübner, a prominent English philologist and bibliographer and also a publisher of no small repute, Ludewig turned the manuscript over to him for publication, and it was published posthumously under Trübner's editorship. *The Literature of American Aboriginal Languages* contains references to over five hundred languages and dialects used by about nine hundred tribes.¹⁵ Sabin describes the work in these words: "As a monument of linguistic industry it is scarcely excelled."¹⁶ For several decades it remained the principal bibliographical source on the subject.

So much for Ludewig the bibliographer; now a few concluding remarks about Ludewig the man. When Ludewig

returned from his tour of the United States in 1845, he made Brooklyn, New York, his permanent residence. Without unnecessary delay he applied for American citizenship and became naturalized in due course. With equal dispatch he also applied for admission to the New York Bar, where before long he gained the respect and admiration of jurist and layman alike. But, as was the case in Dresden, the practice of law did not interfere with his many leisure-time activities, which he continued to pursue with avidity. His private library of some fourteen hundred volumes¹⁷ provided him with the tools for carrying on his independent studies. He contributed numerous papers to the learned societies of America as well as of Europe.¹⁸ In addition, he was secretary of the American Ethnological Society of New York. He was elected a member of the New York, Georgia, New Hampshire, and Iowa historical societies; he was a corresponding member of the New England Historic Genealogical Society, and a leading spirit in the German Emigrant Society. He corresponded with several editors in Germany, furnishing them with information about America. Late in 1856, however, his career came to an abrupt end. He met with sudden death on December 12, at the early age of forty-seven.

What position does Ludewig hold in the field of American bibliography? From the standpoint of professional bibliography Winsor considered him as "one of the earliest workers in the new spirit."¹⁹ The following estimate of Lude-

This work related only to New York and was also published in the *Literary World*, III (1848), 46-50.

¹⁴ London: Trübner & Co., 1858.

¹⁵ J. Sabin, *A Dictionary of Books Relating to America* (New York: J. Sabin & Sons, 1878), X, 532.

¹⁶ *Ibid.*

¹⁷ Upon Ludewig's death a sales catalog of his private library was issued under the title *Bibliotheca bibliographia* (New York, 1858). Although several copies are extant, the writer was unable to consult any of them.

¹⁸ Ludewig's nonbibliographical writings are not included in this paper.

¹⁹ *Op. cit.*, p. v.

wig by a contemporary is, perhaps, representative of the man and his work:

Among the losses in the literary circle of this country that of Hermann Ernst Ludewig will long be felt. He had a mind capable of accomplishing what few are able to perform. In estimating the amount of his labors, it should be remembered that his works were not written in his own language, and that he had to overcome obstacles with which a native does not have to contend. He was benevolent without ostentation, and felt happy in the performance of labors that he was conscious would result in good to the world. But death is no respecter of talents, nor of moral worth; and in the midst of his usefulness and the fulness of his powers this brilliant scholar has been torn away. Yet his life has not been fruitless, and his name will be

cherished hereafter as that of a true benefactor of his race.²⁰

Ludewig's contribution to bibliography, it may be fairly concluded, lies not so much in the intrinsic merit of the bibliographies which he prepared, though they are useful to this day, as in the fact that he was the first to have compiled them. Most of them at the present time have been superseded by more voluminous works. But Hermann Ludewig was a pioneer—a trail-blazer—and therein lies his significance.

²⁰ Editorial, *Historical Magazine*, p. 34.

NOTABLE MATERIALS ADDED TO AMERICAN LIBRARIES, 1941-42

JOHN VANMALE

THE data assembled for the publication of this article prove that libraries realize the worth of the series of annual surveys by the A.L.A. Board on Resources of American Libraries, of which the present article is the fourth,¹ since the major part of the information came from libraries overburdened and understaffed. Like its predecessors, this article summarizes correspondence, articles, and clippings. It differs in covering a longer period—a year and a half instead of a year—and in arrangement, which follows the classification in Downs's *Resources of Southern Libraries*. Only a portion of the material sent in by contributing libraries has been used, but the complete reports have been forwarded to the Library of Congress Union Catalogs.

The period of time covered by this report is the half-year before Pearl Harbor and the first year of America's participation in World War II, July 1, 1941—December 31, 1942. Since during this period American libraries were almost entirely cut off from European and Asiatic book markets, academic and research libraries purchased Canadian and Latin-American publications to a far greater extent than hitherto; several are cumulating funds against the day when the Continental markets will again be open to them. Books and serials from Europe and Asia still come through,²

but they arrive many months late. Public and state libraries spend a large proportion of their funds on technical manuals, discussions of the war and the peace, and civilian defense materials.³ Gifts of old and rare books, foreign publications, and special collections and money gifts continue to add new dimensions to American library book stocks, however, so that the following record shows little decrease in the amount and value of new acquisitions and only minor shifts in subject emphasis.

Microfilms are becoming a familiar aspect of the American library scene. The majority of the libraries reported acquisitions in this form of duplication.⁴ Conspicuous in the reports were the war information centers. In both years an important contribution to library resources literature appeared—in 1941 Karl Brown's *Guide to the Reference Collections of the New York Public Library* and in 1942 R. B. Downs's *Resources of New York City Libraries*.

GENERAL WORKS

Manuscripts.—The outstanding acquisition of manuscripts—and of 1941-42 in all fields—was the final gift of the Garrett collection to Princeton University. Already strong in Arabic manuscripts, the collection was further enriched by twice as many from a British Orientalist. Princeton now owns more Arabic manuscripts than any other academic institution in the world. A fairly

¹ See articles by R. B. Downs: *Library Quarterly*, X (1940), 157-91; XI (1941), 257-301; and XII (1942), 175-220.

² Cf. Cooper Union press release in *Special Libraries*, XXXIV (1943), 94-95, and H. C. Shriver and H. H. Douglas, "American Libraries Still Receive Publications from Abroad," *Publishers' Weekly*, CXXI (1942), 24-28.

³ Cf. *Library Occurrent*, XIV (April-June, 1942), 37-38.

⁴ Many reported films sold by agencies listed in O. L. Lilley, "Microfilm Notes," *Special Libraries*, XXXIII (1942), 128-29.

detailed account of the whole collection—Arabic, Western European, Greek, Persian, Indo-Persian, and Indic manuscripts and papyri—may be found in *Princeton University Library Chronicle*, III, No. 4 (June, 1942). The new Houghton Library at Harvard has attracted gifts to a greater degree than at any other time in the university's history; 14 medieval manuscripts are described in *Houghton Library Report of Accessions for the Year 1941-42*. The New York Public Library received the Warburg collection of 120 illuminated manuscripts and examples of early printing and an illustrated thirteenth-century Hebrew Bible. The John Carter Brown Library report for 1941-42 describes a late sixteenth-century Nahuatl codex and the earliest known manuscript copy of Cortés' fifth letter.

Colby, Hollins, Smith, and Scripps colleges, Yale, the University of Southern California, the Brooklyn Public Library, and the University of Minnesota all report one or more illuminated manuscripts. Students at Scripps College will probably print the Perkins collection of letters in Goudy's Scripps type. Haverford College received on deposit the Barton collection of autographed books and, as a gift, the W. B. Evans collection of contemporary American letters. J. W. Garrett's autograph collection and the family library were bequeathed to Johns Hopkins.

Incunabula and other early imprints.—The University of Illinois acquired the largest number of incunabula, and Yale the second largest, while the Boston Medical Library got exceptionally valuable examples. The 121 titles which Illinois obtained from the Vollbehr collection and other sources included a Sweynheym and Pannartz 1470 *De civitate Dei*, the Schoeffer *Chronicken der Sassen*, and Ratdolt's printing of Eu-

clid's *Elementa*. Yale's total was 90. The 37 incunabula which the Boston Medical Library obtained included 5 not in Stillwell, 5 located in but one or two American collections, and such especially desirable volumes as Breydenbach [Speier] (1490). Hollins College has published a catalog of its new McVitty collection of some 60 incunabula, several incunabula leaves and facsimiles, and several fine or early imprints.

Several libraries reported fewer, but in some instances remarkable, acquisitions. The John Crerar Library purchased Ratdolt's issue of Appianus' *Historia romana*. Harvard University added several incunabula to its Houghton Library, including a Lucretius presumably annotated by Avanzi in preparing his Aldine edition of 1500 and probably also by Pio for his 1511 edition. The Boston Public Library acquired 16 volumes, including Pynson's Chaucer and Moses ben Nahman's *Hassagoth shal ha-ramban* (Constantinople, 1498), and the New York Public Library one of the two vellum copies of the first printed Hebrew book. Dartmouth, Scripps, and Smith colleges, the University of California, the Los Angeles County Law Library, the Brooklyn and Cleveland public libraries, the College of the City of New York, the Yarnall Library of Theology (Philadelphia), and the Indiana State Library all report one or several.

Short-Title Catalogue imprints continue to flow into the great libraries. Yale received 311 additions, the Folger Shakespeare Library 300, and Harvard 143 (in one year), and all three report large increases in their stocks of later seventeenth-century publications. Among the latter at Harvard were 29 American imprints. Princeton now has Wynkyn de Worde's edition of Vergil's *Eclogues* (1529), one of two known copies. The John Carter Brown Library

purchased the three Mexican sixteenth-century works by Fray Alonso de la Veracruz which the library had lost to Hearst at the Gunther sale in 1926; all three were annotated for republication by the author.

Printing and book history.—Harvard received the greater part of the remarkably fine Hofer private library of sixteenth-century Continental illustrated books and other fine volumes, few of which duplicated books already in the library; among the books received from other sources were a set of Holbein's Old Testament cuts and 500 Mosher imprints. The Updike collection of 645 type-specimen books, histories of printing, books on fine printing, Merrymount scrapbooks, and portraits of famous printers was bequeathed to the Providence Public Library. Syracuse University Library now owns all books and articles by Goudy, all Village Press imprints, and one or more books printed in each of the faces Goudy designed. In 1941 the Newberry Library acquired for its Wing Foundation over 700 volumes on calligraphy and has added some 50 volumes since then; along with other notable accessions during this period, Newberry reports 40 volumes illustrated by Alexander Anderson, the first American wood engraver. The William L. Clements Library now has the first book of music printed from type in America—a Dutch version of the Psalms printed by James Parker in 1767.

Scripps College reports 50 Kelmscott imprints, including the Chaucer, nearly as many Grabhorns, the Doves Press and Bruce Rogers Bibles, and examples of earlier presses and of the work of great binders. Dr. Max Farrand placed his Merrymount Press collection in the Huntington Library. New York University received numerous examples of the publications of Stone and Kimball,

Copeland and Day, Updike, and Bruce Rogers. Columbia University got the original edition of Whitney's *Choice of Emblems, and Other Devises* and the working collection on books and printing owned by the late Professor Mary Shaver-Browne. The Cleveland Public Library added many Grabhorn, Cuala, and other fine press books. Yale reports a collection of books illustrated by Cruikshank, Phiz, and other nineteenth-century illustrators and nearly 400 miniature books.

The New York State Library added more than a hundred bookplates to its collection, including those of several famous men, and Brown University nearly a hundred proofs of plates by Sidney L. Smith. The John Crerar Library, Yale, and the New York Public Library all received large collections, that of Yale numbering 2,000 items, chiefly American; that of the New York Public Library 3,000, chiefly Central European; and that of the John Crerar Library 4,000.

Periodicals.—A few libraries noted outstanding general serial acquisitions, such as the sets of *American Magazine* (1769) and *Starye gedy* recorded by the American Philosophical Society and Thomas Nast's set of *Harper's Weekly* reported by the John Crerar Library. The universities of Minnesota and Missouri greatly enlarged their holdings of American nineteenth-century general and scientific periodicals. Charles W. Smith added a thousand "little magazines" to those he previously gave the New York Public Library; Oberlin College Library and Indiana University Library have begun to collect this type of magazine. Brown University Library filmed nearly a hundred eighteenth-century American periodicals. Other libraries reported one or two notable sets, such as a file of *Punch* at the Victoria (B.C.)

Public Library, *Puck* and *Judge* at Indiana State Library, *Fackel* (Vienna) at the University of California Library, and an almost complete set of *Youth's Companion* at the Detroit Public Library.

Among the newspaper files were several early American sets and the *London Gazette* (1793-1895) in the University of Minnesota, the *Philadelphia Public Ledger* (1836-1934) in the University of California at the Los Angeles, and on the Berkeley campus the *Boston Evening Transcript* complete. The Berkeley library also acquired the excessively rare *Boston Evening Transcript for California*. Sets of the *London Times* and *Illustrated London News* were reported by the University of Georgia.

Bibliographies.—Oberlin College supplemented the regional Spanish bibliographies previously reported. Useful sets were reported by many libraries, such as Graesse by Bucknell University and the University of Washington, Quérard and the Wrenn catalog by Wellesley. Silva's *Dicionário bibliográfico português* was purchased by the College of the City of New York. The Hunnewell collection made Harvard's collection of T. F. Dibdin's works the largest in the United States.

HUMANITIES

English literature.—As usual, the greatest volume of notable accessions came in English and American literature and the history of the United States. Mr. J. C. Colgate gave one of the most valuable collections to Colgate University Library, including the four Shakespeare folios, quartos of *Hamlet*, *Julius Caesar*, and *Macbeth*, 39 Tonson separates, Tonson's edition of Shakespeare's works, and the 1709 *Collection of Poems*; the 1609 *Faerie Queene*; and first editions of *Robinson Crusoe*, Gray's *Elegy*, and

Paradise Lost and *Paradise Regain'd*. Columbia University received the Coykendall collection of 1,250 works by late nineteenth- and twentieth-century authors, with Patmore, William Allingham, Christina Rossetti, Calverley, Aldington, Alice Meynell, Stephens, Drinkwater, and Binyon most strongly represented. In this and another gift Columbia obtained 171 issues of the Cuala Press and many books by Æ and other leaders of the Irish renaissance. Yale and Harvard universities and the Folger Shakespeare Library continue to enlarge their holdings of sixteenth- and seventeenth-century writers. In addition to many plays of the Elizabethan and Restoration periods, the Folger Library acquired a fourteenth-century manuscript, *The Handling of Sin*.

The University of Virginia Library obtained the Sadleir-Black assemblage of Gothic fiction—some 2,000 English, German, and a few Continental novels of the Romantic period, probably the finest collection of its kind in this country. The Newberry Library added to its stock of early English prose romances *The Renowned History of Fragosa, King of Arragon* (1656). The University of Illinois reports that its Milton collection is now practically complete with the arrival of firsts of *Areopagitica* and *Lycidas*; this library also obtained a Shakespeare third folio, Thomas More's *Dyaloge . . . of the Veneration & Worshyp of Ymagys*, and other sixteenth-century rarities.

Several libraries acquired major collections by and about a single writer. The Bestermann assemblage on Burns, now owned by Dartmouth, has many very rare items among its 1,650 volumes. With the Houghton Keats collection, Harvard now has the largest number of Keats manuscripts available anywhere. W. M. Carpenter's Kipling manuscripts, galley proofs, presentation copies, and first edi-

tions, gathered over a period of forty years, were obtained by the Library of Congress.

Claremont Colleges Library purchased 350 items by Arnold and 150 about him, including nearly all first and early editions and a complete set of the *Rugby Magazine*. Some of Claremont's older collections, which have not been reported, are those on Dryden, which is rated one of the first ten in the United States, and Robert Burton. The most comprehensive Gissing collection in existence, that of G. M. Adams, comprising personal records and correspondence, letters, manuscripts, and all his first editions went to the Yale Library. Other one-writer collections acquired by Yale were first-edition series of Hugh Thompson, H. M. Tomlinson, Symons, Tennyson, and Scott. To Yale also came a Gilbert and Sullivan collection, several William Blake manuscripts, and Havelock Ellis' private library, several Ellis manuscripts, and 240 letters to Ellis. Indiana State University Library added 100 volumes to its Defoe collection.

Several libraries received smaller but choice collections of English literary works. The Boston Public Library acquired 166 Dickens firsts, plays, playbills, portraits, and cartoons, a number of ALS of nineteenth-century writers, and a scattering of early and first editions of all periods of English literature—from William Painter's *Palace of Pleasure* and Malory's *Story of the Most Noble and Worthy Kynge Arthur* to the *Shropshire Lad* and Shaw. A box of autograph letters, two boxes of pamphlets, and 250 books (some of which are presentation or extra-illustrated copies) of the Pre-Raphaelite circle went to Princeton. Wellesley added the proof sheets of *Of Kings' Treasuries* and two water colors by Ruskin (one a self-portrait) to its Ruskin holdings, several first and

limited editions of Victorian authors, a group of letters of Browning interest, and a few earlier firsts, such as Defoe's *Hymn to Victory*.

The University of Rochester Library was given nearly a hundred eighteenth-century firsts, and Scripps College the copy of Mrs. Browning's *Essay on Mind* which she gave her father, who in turn gave it to John Kenyon, and he to Robert Browning. The University of Southern California reports a small Burns collection, Occidental College one on Conrad, Brooklyn Public Library a Kelmscott Chaucer, the Los Angeles Public Library a set of the *Mirror of Taste and Dramatic Censor*, and West Virginia University a Shakespeare second folio. Montana State College Library received Professor Brewer's library of plays and other literary works, the Woman's College of the University of North Carolina scholarly sets of collected works, and the Cleveland Public Library original editions of several eighteenth-century and earlier works, such as Nathaniel Field's *Amends for Ladies* (1639). To New York University came the Kelmscott and Ellesmere Chaucers, the 1609 and 1611 editions of the *Faerie Queene*, and Blake's very scarce engraving of the Canterbury pilgrims.

American literature.—The Ralph Waldo Emerson Memorial Association deposited its 15,000 books, pamphlets, and manuscript journals, letters, sermons, and lectures at Harvard, which also reports gifts of hundreds of letters from Emerson, Margaret Fuller, and other New England authors, more than a hundred volumes from Melville's library, and the proof sheets of several of Melville's books. Princeton also acquired over 50 books once owned by Melville, many of which are annotated. Other Harvard acquisitions were Gamaliel

Bradford's library, his manuscript journal in 22 volumes, and 9,000 letters to and from him; 8,000 manuscripts of the James family (described in *Harvard Library Notes*, March, 1942); and a similar, smaller collection relating to the Holmes family.

Princeton acquired the manuscripts of 13 Eugene O'Neill plays, and Yale the manuscripts of 8 others and his notebooks of the 1920's, E. A. Robinson and Frank Harris collections, the Branch collection of contemporary poetry (750 volumes), and 6 notebooks of Sara Teasdale. Yale further increased its Gertrude Stein holdings with Carl Van Vechten's assemblage of all her publications, manuscripts, and revised typescripts and the preliminary notes for some of her works. The Morse Mark Twain collection, which Jacob Blanck calls the most complete ever assembled,⁵ was purchased for Yale. The Boston Public Library increased its stock of mid-nineteenth-century and later novels. The Nathan Library of 10,000 volumes, one-fifth of which were American and English firsts and other collector's items, went to the University of Buffalo. A collection of 3,000 volumes acquired by New York University contained first editions of many writers of the past century, with nearly complete series for the more prominent writers. This library also acquired many English and American literary annuals.

Three Whitman collections were given to American libraries in 1941-42. A brochure about the Trent collection at Duke University reports many firsts, several editions of *Leaves of Grass*, manuscripts, letters, photographs, and many books about him. Carolyn Wells's magnificent collection, bequeathed to the Library of Congress, is described in the

1942 annual report as including all books by him, in almost all editions, Throreau's copy of *Leaves of Grass*, and a presentation copy of *Memoranda during the War*. The Van Sinderen collection was acquired by Yale.

The University of Rochester was given 125 Irving firsts and 4 of his letters. Wellesley received letters to and from Josephine Preston Peabody, and Smith College a few "high-spots" of the New England writers. Claremont Colleges Library has the Morse Joaquin Miller collection, not previously reported. The only complete file of *Alexander's Weekly* was procured by the American Antiquarian Society, which discovered that the heretofore missing issues contained Poe's solutions of cryptograms and anonymous contributions presumed to be Poe's. Columbia University supplemented its Amy Lowell and Moncure D. Conway collections, adding 60 ALS to the latter. Dartmouth College received 88 T. S. Arthur titles; Princeton, 3 Chivers firsts; and Emory, 2 Chivers items, a first of Longstreet's *Georgia Scenes*, and one of three known copies of *Kups of Kauphy* (Athens, 1853). In the Perkins collection Scripps College obtained such valuable items as a signed presentation copy of *Two Years before the Mast* and a first edition of *Huckleberry Finn*.

The University of Colorado enlarged its holdings of American and English nineteenth- and twentieth-century plays. Oberlin College acquired several Cooke and Simms firsts; Indiana State Library a set of *John-a-Dreams*, to which Tarkington contributed drawings and articles, and Colby College two Ben Ames Williams manuscripts and additions to its E. A. Robinson collection. The Brooklyn Public Library got a collection of broadside poems by Cutler Bloodgood, the Long Island farmer-poet, and the

⁵ *Publishers' Weekly*, CXLII (1942), 191-92.

University of California 72 English and American firsts of Henry James.

Other literatures.—To its superb Montaigne collection Harvard added an unusually fine copy of the *Essaies* (1595), and several other sixteenth-century volumes. Yale acquired 1,250 French plays of 1880-1914, and Indiana State University 2,300 volumes of eighteenth- and nineteenth-century literary works. Mills College reports a small Rabelais collection in which there are sumptuous editions and several critical works, and the University of South Carolina sets of collected works in preferred editions. To the College of the City of New York came Professor Mott's working collections on Sainte-Beuve and Renan, and to Oberlin the Académie Française's *Recueil* to 1879. Smith College added 200 volumes to its French-Canadian literature collection.

Yale obtained a private library of 2,500 recent Italian works, the University of California a run of the *Giornale dei letterati d'Italia*, Louisiana State University Aretino's *Quattro commedie* (1588), and Wellesley several additions to its Renaissance collection, including two Boccaccio incunabula and a set of the *Classici italiani*. In German literature the University of California acquired two private libraries, of which 500 volumes were sent to the University of Oregon Library. The University of Minnesota obtained 600 German plays formerly owned by a German-American theatrical producer. The University of North Carolina reports a set of Stammeler's *Deutsche Literatur des Mittelalters*, and Bucknell University a set of Goeke's *Grundriss*.

In classical literature, Yale and Colby College both obtained several hundred early editions of Greek and Roman writers, and the University of Oregon Library a professor's library. The Cleve-

land Public Library added to its holdings of Omar Khayyám those gathered by the late C. W. Walton, bringing the total to 600 volumes. Other purchases for the White Collection include the *Arabian Nights* in the Landino dialect, making a total of fifty-five languages in which the library has translations. The University of Illinois obtained Odriozola's *Coleccion de documentos literarios del Peru*. Mills College reports over a hundred Latin-American titles.

Philology.—A thousand pamphlets, dissertations, and reprints on Greek and Roman philology and antiquities, and nearly as many on Germanic and other Indo-European philology, were acquired by the University of California. Louisiana State University highlighted its Latin-American philology purchases with the original edition of Neve y Molina's *Reglas...del idioma othomi*. The University of California bought 120 volumes collected by Santamaría, the Mexican lexicographer. The Los Angeles Public Library, having purchased dictionaries and grammars of fifty South Seas dialects, now has reference tools for over three hundred languages.

Theater.—The number of motion-picture scripts in the Thalberg collection at Dartmouth has been increased by 360, making a total of over 1,800; and Dartmouth has begun a new collection with 110 radio scripts. The University of Denver Library has a new motion-picture collection of books, periodicals, clippings, handbills, and stills. A memorial collection has been founded at the University of Arizona Library with 1,000 volumes and a variety of theater programs. The Bronson Howard collection of 1,500 nineteenth-century plays, chiefly translations of Continental works, went to Columbia University.

The New York Public Library's lead-

ing collection on the theater has been enriched by the Players' Library, a remarkable record of the American stage from the days of Edwin Booth, founder of the club, to the present; the hundreds of photographs, scrapbooks, promptbooks, manuscripts, and personal papers of Richard Mansfield and his family; the Dickson collection of over two thousand early motion-picture stills; several large groups of promptbooks and scripts; and the Walsh collection on the theater in New York, New Orleans, Washington, Boston, and elsewhere, comprising several hundred scrapbooks, a thousand portfolios of programs, press notices, etc., and three hundred portraits.

Fine arts.—The Brooklyn Public Library acquired Rockwell Kent's plates for *Moby Dick* and the Rockefeller McCormick tapestries. Many prints and illustrated books are reported by the Boston Public Library, among them such treasures as Paradin's *Devises héroïques* and Apperley's *Life of a Sportsman*. Yale made important additions to its James Weldon Johnson collection of Negro arts and letters. New York University added several hundred volume in this field, including a run of *Kokka*, a Japanese periodical. Four libraries report large accessions. The University of Arizona added 4,000 volumes, nearly doubling its holdings on painting and other arts, and the Little Rock Public Library 4,200 volumes. The Philadelphia Museum of Art received the Brinton collection on early phases of modern art, including a large number on Russian painting, totaling 1,200 volumes. A gift of 2,000 lantern slides from a General Education Board project brought the Art Institute of Chicago's total to 35,000; these, with 90,000 prints and photographs, circulate among Chicago schools and colleges. Among the Institute's book

acquisitions was a small but valuable gift containing such treasures as a Chatto's *Treatise on Wood Engraving* extra-illustrated with original proofs by Bewick and others.

Sweet Briar College has built up a relatively large art collection. In recent purchases the Detroit Public Library has stressed Latin-American arts. The Cincinnati Public Library received the Stockholm Nordiska Museet's *Nordiska Museets möbler* and Leonardo da Vinci's *Treatise of Painting* (1721). To the University of Rochester came four engravings of American cataracts, dating from the 1760's. Iowa State College added to its holdings a set of *Vetusta monumenta* and long runs of other important journals, Oberlin College *Ars asiatica* and *Syria*, and Duke University a set of *Dome* and a long run of the *Magasin pittoresque*. Brown University received 81 of Goya's "Disasters of War" etchings, Columbia a gift of books on the relations of art to religion and on primitive art, Wellesley College a set of Le Blanc's *Manuel de l'amateur d'estampes*, and the University of Illinois Claude Lorrain's *Liber veritatis*.

Several libraries report books on costume, among them an important group added to the Avery Library at Columbia, including Bar's *Recueil de tous les costumes des ordres religieux et militaires* and several Latin-American works. Pugin's *Glossary of Ecclesiastical Ornament and Costume* (1844) is reported by the Detroit Public Library. Iowa State College obtained several periodicals and several unusual works, such as Fischbach's *Die wichtigsten Webe-ornamente*. A set of the original folio Racinet went to Emory University Library.

The New York Public Library was given the Gherardi Davis collection on flags, consisting of 50 books and pamphlets and 19 boxes of correspondence. To

the Epstean collection on photography at Columbia University came 20 English patent specifications to add to the 200 previously acquired for the period 1842-84 and the *Daguerrian Journal*, Volumes I-II.⁶ Duke University acquired a file of Stieglitz' publication, *Camera Work*.

Architecture.—The Avery Library at Columbia University added about 2,000 drawings and plans (1835-90) to those previously received from the Upjohns and a selection of drawings from the office of E. D. Litchfield (1912-40). Among its more notable book acquisitions were Sir Henry Wotton's *Elements of Architecture* (1624), many on early English and American architecture from the library of R. T. H. Halsey, and several on Turkey and Turkish architecture, such as Ludwig Mayer's *Interesting Views in Turkey* (1819), with colored aquatints. The New York Public Library received the Corbett collection of 1,800 architectural photographs. The Art Institute of Chicago added a copybook of business letters to its Louis Sullivan collection and several volumes to its leading collection of American carpenters' handbooks. The Institute procured many works on Latin-American architecture and several fine or rare volumes, e.g., Raffaele Sanzio's *Loggie ... nel Vaticano* (elephant folio edition with tinted plates).

Syracuse University was given the private libraries of two alumni, totaling 750 volumes and 620 pictures. The Kimball library previously reported for the University of Nebraska Library contains many large volumes of plates among its 1,000 volumes. Duke University Library acquired some of the Royal Institute of British Architects publications. Among the Cincinnati Public Library accessions on this subject was Blondel's *De la distribution des*

maisons de plaisance. Several recent volumes on Latin-American architecture were added to the Iowa State College Library and such other works as Rossi's *Studio d'architettura civile* (1702-21) and the 1755 edition of Alberti's *Architettura*.

Music.—Gift collections were more in evidence in the field of music than in almost any other subject during 1941-42, perhaps because private music libraries are not readily salable. The Boyd Memorial Collection of 1,700 reference works and scores was presented to the Carnegie Library of Pittsburgh; it includes Fétis' *Biographie universelle*, publications of Die Neue Bachgesellschaft, microfilms of the Breitkopf catalogs (1762-87), and 20 scrapbooks compiled by Dr. Boyd on music in western Pennsylvania during the last half-century. The Harmans library of 650 symphonic and instrumental scores and 220 volumes about music went to Mills College; this collection is strong in European editions of nineteenth-century composers and includes several early editions of Mozart, Haydn, and Beethoven, and an original Puccini score.

The Kains collection of 1,200 volumes acquired by the State University of Iowa, contains the Bachgesellschaft edition of Bach, all Bach's cantatas, and a hundred orchestral and other scores dating from 1750 to recent years, supplemented by a hundred rolls of Library of Congress microfilms of composers' works and of compilations such as the *Denkmäler deutscher Tonkunst*. The University of Minnesota gained the manuscript scores of Domenico Brescia and a set of *Paléographie musicale* (1889-1931), and the New York Public Library a Jenny Lind collection. A Smith College professor of music gave the library 14,000 pages of sixteenth- and seventeenth-century vocal music which he had copied.

⁶ A check list of additions to the Epstean collection, 1938-42, was published.

The Denver Public Library received 400 volumes of American folk songs, 700 piano scores, and several hundred violin and chamber-music scores. The Historical Society of Pennsylvania Library got the Leach collection of musicology, hymnology, and drama. A library of letters, documents, portraits, programs, clippings, etc., relating to the life and work of San Francisco's conductor, Alfred Hertz, went to the University of California Library, which also obtained over a hundred chamber-music scores and Cerone's *Melopeo y maestro: tractado di musica theorica y pratica*. The Witmark collection of scores, manuscripts, and autographed books, and Daniel Gregory Mason's manuscript compositions, along with many scores and librettos from other sources, were acquired by Columbia.

The American Antiquarian Society reports that its leading collection of early American ballads and nineteenth-century sheet music has been rounded out by 10,000 pieces of more recent music contributed by music publishers. Brown University purchased for the Harris library 4,000 pieces of sheet music for the period 1900-1930 and is actively enlarging its holdings of hymnbooks and of patriotic songs inspired by World War II. Brown also acquired the Misch collection of 6,200 records and 1,100 scores. The Boston Public Library reports many current war songs; the holograph scores of several modern writers, such as Villalobos' *Sonata phantastica prima*; and notable older works, such as *Anthologie française: ou chansons depuis le 13^e siècle jusqu'au présent* (1765) and Schoeberlein's *Schatz des liturgischen Chor- und Gemeindegesangs*.

The Library of Congress music holdings continue to grow at an enormous rate; the 1941-42 annual report notes the addition of 20,000 musical items and

3,450 American folk-song, documentary, and other recordings. The Fine Arts Division of the Cleveland Public Library placed special emphasis on the scholarly side of its music collection by purchasing collected works, unusual reference sets, and the rarer books of theory and criticism, including many of the sets mentioned in this section, long runs of the *Allgemeine musikalische Zeitung* and *Caecilia*, and such seldom-found works as Roussier's *Traité des accords* and Rameau's *Démonstration du principe de l'harmonie*.

The closing of W.P.A. music projects brought huge collections of band, orchestral, operatic, and vocal scores to the University of California at Los Angeles and to the Oregon State Library; the Los Angeles acquisition occupies over a thousand feet of shelving. The Woman's College of the University of North Carolina again added printed and manuscript scores, biographical material, and photographs to its collection on North Carolinian and southern music. The Detroit Public Library acquired Jürgenson's *Catalogue thématique des œuvres de P. Tchaikowsky*, early opera scores, and many phonograph records. Colonial Williamsburg reports 29 volumes of miscellaneous eighteenth-century music, and the University of Illinois Library such early works as Morley's *Plaine and easie Introduction to Practicall Musicke* (1597). Both the Minneapolis Public Library and the Grosvenor Library purchased sets of Purcell's work, the University of North Carolina and Oberlin Fellowes' *English School of Lutenist Song Writers*, the University of Southern California Fellowes' *English Madrigal School*, Louisiana State University Kircher's *Musurgia universalis* (1650), and Temple University a Sauer imprint, *Ausbund, das ist: Elliche schöne christliche Lieder* (1751).

Religion.—Pennsylvania State College now has a Bible collection containing Wilberforce Eames's copy of the Codex Sinaiticus facsimile, the first, second, and third Saur Bibles, the Aitken Bible (Philadelphia, 1782), 80 other Bibles, and over a hundred books about the Bible. The University of California acquired facsimiles of the Alexandrinus, Sinaiticus, Bezae, and Vaticanus codices and of the Gutenberg 42-line Bible. Single Bible acquisitions reported by other libraries were the first edition of the New Testament in the Gaelic character at the Newberry Library, a Lyons 1519 edition at the Brooklyn Public Library, the New Testament translated by Erasmus with Luther's German translation (1570) at Wellesely, Estienne's Greek Bible (1550) at Smith College, *Some Narratives from the Holy Bible* in Kalispel (a St. Ignatius Press imprint [1879]) at the Historical Society of Montana, and Tyndale's New Testament and 18 Gutenberg leaves at Colgate University.

Harvard University has enriched its Erasmus collection by a copy of his first appearance in print and fifty-odd sixteenth-century editions of his various works. Harvard also acquired several items relating to the origin of the *Index librorum prohibitorum*, including Charles V's proclamation in German and Flemish. The Yarnall Library of Theology acquired works useful in the study of church history, including several seventeenth-century publications, such as a first edition of Jeremy Taylor's *Ductor dubitantium*.

The Boston Medical Library supplemented its Bullard collection with the Deetjen library on witchcraft and related subjects, containing 6 editions of Sprenger's *Malleus maleficarum*, 20 fifteenth- and sixteenth-century, 9 seven-

teenth- and eighteenth-century, and nearly a hundred later publications. The Boston Branch of the American Society for Psychical Research transferred its 600 volumes to the Boston Medical Library. The American Antiquarian Society acquired 240 editions of Watts's *Divine and Moral Songs for Children*; Yale, 40 tracts by Martin Luther; and Haverford College, the Rufus M. Jones collection of nearly a thousand volumes on mysticism. Single useful acquisitions reported by other libraries were the Parker Society publications at Los Angeles Public Library, the McAlpin collection catalog at Louisiana State University and the University of Washington, the first collected edition of Calvin at Temple, and Halloix's *Illustrium ecclesiae orientalis scriptorum . . . vitae et documenta* at Oberlin College.

Three libraries reported notable acquisitions of material on the Friends. Guilford College added over fifty seventeenth-century books to its Quaker collection, e.g., Rofe's *Sions Rock Exalted over All the Earth To Reign* (1656). Yale acquired a thousand Quaker seventeenth- and eighteenth-century tracts and a collection of books and pamphlets by and about William Penn. Haverford College obtained three of Penn's works, a book from Penn's library, and a microfilm copy of the card catalog of the Friends' Library in London.

The Wesley collection at Drew University has been reorganized and made more accessible. It now contains 200 eighteenth-century publications by Wesley, over half of which are first editions, many later editions, and a file of the *Arminian Magazine*. New York University Library received 4,000 volumes of Judaica and Hebraica, among which are valuable sources for the study of Jewish

history, philosophy, and religion; the collection is rich in sixteenth-century editions. The Denver Public Library reports a similar but much smaller collection. Other libraries mention such outstanding accessions as the *Bulletin* of the Société de l'Histoire de Protestantisme Français, at the University of Washington; the new limited deluxe edition of *Science and Health*, at the Spokane Public Library and Oberlin College; and a set of the *Millennial Harbinger*, at Wake Forest College.

SOCIAL SCIENCES

United States history.—When the Huntington Library offered sets of the Church Americana catalog for sale, several libraries took advantage of a rare opportunity, among them New York University, the Grosvenor Library, Temple University, and the University of Washington. For American Colonial history relatively little was reported, but within the eighteenth century as a whole the American Antiquarian Society listed the Farwell collection of 800 volumes, noting its strength in books about the northern colonies, and 150 yearly volumes of newspapers, some of which are unique; the University of Missouri over a thousand eighteenth-century sermons, speeches, and almanacs; and Pennsylvania State College a group of Pennsylvania imprints (1740-1840). The Boston Public Library reported several early works on exploration and Colonial history, among them such prime rarities as De Soto's *Relation of the Invasion and Conquest of Florida*, a Governor Shirley proclamation of a fast (1749), and Hutchinson's Thanksgiving proclamation. Haverford College received a first edition of Thomas' *Historical and Geographical Account of . . . Pensilvania*. To Dartmouth College came such nota-

ble additions as Hubbard's *Present State of New-England*, Faden's *North American Atlas*, and a first of Josselyn's *Account of Two Voyages to New England*; and to the John Carter Brown Library the Southack map of British North America (1717), of which only one other copy is known, and Penn's *Brief Account of the Province of Pennsylvania*. The Library Company of Philadelphia at last obtained the volume it lacked of John Smith's diary, which is a mine of information on Philadelphia (1738-52). The New York State Library purchased one of two known copies of the *List of His Majesty's Land Forces in North America* printed by Hugh Gaine (1761).

This year there are no large collections on the Revolution to report, but several libraries got exceedingly valuable individual items. The most notable is the original manuscript journal of the Virginia convention of May, 1776, at which resolutions leading to the Commonwealth's constitution and the Declaration of Independence were adopted, now in the Virginia State Library. To Amherst College went a set of signatures and portraits of the signers of the Declaration of Independence. Mr. Stuart W. Jackson gave to Princeton two folio volumes of manuscript notes by Lieutenant du Perron on the siege of Yorktown, which, with the Berthier papers previously acquired, round out the record of French participation in that victory. In his annual report the librarian of the William L. Clements Library discusses at some length *General Gage's Instructions*. The Boston Public Library acquired a copy of the June 26, 1775, Bunker Hill broadside, the Jefferys and Faden map of the battle, and the original edition of Simcoe's journal. The John Crerar Library reports a copy of the supposed first printing of the Declaration of

Independence, *The Genuine Principles of the Ancient Saxon, or English Constitution*, by Demophilus (1776).

The Newberry Library added three very scarce titles to its pamphlet collection on the Revolution. The New York State Library obtained a duplicate of Howe's broadside account of Bunker Hill from the Clements Library, the manuscripts of the address of the Continental Congress to the Six Nations (1775), several letters (published in the librarian's annual report), and the only perfect copy extant of *Hutchins's Almanack . . . for 1777*, Samuel Loudon's first publication at Fishkill after he fled New York in 1776. Dartmouth's leading acquisition was a copy of Bradley's *Vermont's Appeal to the Candid and Impartial World*, and Colgate's was James Franklin's *Philosophical and Political History of the Thirteen United States of America*. The Historical Society of Pennsylvania reports a set of the Atlantic Neptune maps issued by the British government (1777-80), the Newark Public Library a set of Peter Force's *Tracts*, and Oberlin a copy of Tarleton's *History of the Campaigns of 1780 and 1781*.

Material relating to individual leaders of the Revolution and the early republic appeared in several libraries. Yale added more letters to its Franklin collection, the American Philosophical Society other letters, several manuscripts of Franklin interest, and 40 Franklin imprints, Emory University his *Experiments and Observations on Electricity* (1769), and the Historical Society of Delaware several letters. The Aiken collection of books by and about Hamilton and pamphlets on the controversies in which he took part went to the American Antiquarian Society, which also received 250 letters by Abigail Adams commenting on public

affairs (1784-1800). The New York Public Library received the McAplins assemblage of 600 Washington portraits from the earliest lithographs to the late nineteenth century, a possession so valuable that it was promptly evacuated for the duration. Washington's copy of Winthrop's journal is now at Yale, and some of his letters are at the Historical Society of Delaware. Orderly books kept for Washington and Greene, the journals of the physician of Arnold's Quebec expedition and of Washington's military secretary, a map drawn by Washington, and other valuable Revolutionary papers were presented to Fordham. The Jefferson private papers at the Massachusetts Historical Society were filmed by the Library of Congress, which owns his public papers. The William L. Clements Library, having acquired Jefferson's copy of his manual of parliamentary law, is collecting later editions. Lafayette College received nearly 200 Lafayette letters.

Dr. Rosenbach gave Princeton a series of contemporary letters criticizing Madison's administration and his conduct of the War of 1812. The Clements Library is gathering material on the campaigns and controversies in the western phases of the War of 1812. Several libraries report archives documenting the early history of the Republic. The Constable-Pierrepoint papers, now in the New York Public Library, concern land speculation in upstate New York and early American shipping ventures. The James Hillhouse manuscripts, which, with the family library, went to Yale, will aid in the study of early political history.

The State Historical Society of Wisconsin added many individual and regimental records to its holdings on Wisconsin participation in the Civil War

and World War I. The Iowa State Department of History and Archives now owns the Civil War letters of General Samuel R. Curtis, some of which have been published in *Annals of Iowa*. The map of Georgia used by General Sherman in his march to the sea went to the Historical Society of Pennsylvania, and the manuscript of Sherman's memoirs and much of his war correspondence to the Library of Congress. For its union catalog of *Lincolnia*, Brown University Library received additional entries for Illinois newspaper references and a check list of Lincoln songs, and for its Lincoln collection Cogswell's Lincoln portrait, made about 1863. The Governor E. D. Morgan papers, now in the New York State Library, are rich in Civil War interest. Indiana University came into possession of the Oakleaf collection of *Lincolnia*, comprising 8,000 volumes of variant issues of biographies, fugitive pieces, contemporary periodicals, newspapers, and manuscripts. The William L. Clements Library had the good fortune to obtain a set of *The Old Guard*, a northern anti-Lincoln periodical, several rare broadsides, and variant editions of the Lincoln-Douglas debates.

The New York State Library purchased the original typescript, with manuscript corrections, of Theodore Roosevelt's *Rough Riders*, one of only two extant manuscripts of his book-length writings. Davidson College is assembling a collection on Woodrow Wilson, a former student. Wilson's correspondence with an intimate friend, Robert Bridges (1885-1919)—114 letters—was donated to Princeton, which also received Ray Stannard Baker's Wilson collection. The William L. Clements Library reports the receipt of 215 Peter Force letters on American history and bibliography. Senator Wes-

ley L. Jones's papers went to the University of Washington. The Louisville Free Public Library and Montana State University Library both purchased sets of Sabin, and Indiana State Library acquired W. R. Thayer's copy of John Hay's *Letters*, with the dashes filled in with personal names.

Source materials for American economic history at Yale now include the private and business papers (1787-1832) of the inventor of the cotton gin, Eli Whitney, and the Waterbury Button Company records (1851-1940). The Historical Society of Pennsylvania added to its large holdings of iron-furnace records some 400 account books of iron manufacturers (1767-1868). Columbia University acquired the business records of a Boston merchant (1755-64), the papers of several Connecticut merchants and a textile mill in the early nineteenth century, and a great many more recent business archives. Over 50,000 papers and business records of Peter Cooper are now in the Cooper Union Library.

Railroad collections figure prominently in the 1941-42 acquisitions. To Princeton came T. W. Streeter's gift of mid-nineteenth-century reports and documents, to the State University of Iowa 48 vertical file trays of letter copies, business papers, and photographs from the publicity agent and historian of the Union Pacific, and to Dartmouth 500 pamphlets on northern New England railroads to supplement the New England railroad collection previously reported, while to the Bureau of Railway Economics Library continue to flow current and older materials on transportation, partially reported in the library's mimeographed bulletin. An unusual acquisition was 375 papers and documents on New York's subway systems which the University of California lists.

State and regional history.—The materials documenting the history of states and regions were of great bulk and variety, as in preceding years. Dartmouth added 128 New Hampshire imprints, for the most part dated before 1850, to the 600 previously acquired. The New York State Library obtained by purchase or gift the Campbell business papers documenting Schenectady history in the first half of the nineteenth century, 9 volumes of water-color sketches of historic buildings and sites in the Mohawk Valley (1886-1900), a unique map of the Holland Purchase, and other manuscripts and print relating to the history of the state. Colgate University received an almost complete set of Valentine's manuals, and the Rochester Public Library the materials used in writing a history of land grants in the Genesee country and the Federal Writers Project field notes on New York State.

The Historical Society of Pennsylvania acquired several sets of personal or family papers, among them those of a former state attorney-general, H. L. Carson, and those of a United States secretary of the treasury, W. M. Meredith. In a new addition to the Rodney family papers, donated to the Historical Society of Delaware, are many documents by the attorney-general who prosecuted Aaron Burr. From the same donor came several thousand papers relating to the signer, George Read, and his family. This library and the Indiana State Library bought microfilm sets of the *Pennsylvania Gazette*. The University of Delaware reports a collection of 500 local maps and 73 volumes of local topographical notes.

The Indiana State Library procured several items of great interest and value for its state history collection, among

them the only extant file of the *New Albany Constitution*, in which Robert Dale Owen and others aired their political views, the papers of the pre-Civil War governor, J. A. Wright, 300 annual reports of Indiana railroads and a group of 75 letters relating to one of them, and W.P.A. records. Oberlin College acquired several high spots of middle western history, such as St. Clair's *Narrative of the . . . Campaign against the Indians*. The William L. Clements Library now owns a perfect copy of the original edition of Cumings' *Western Navigator* and a number of early maps of the Great Lakes region. The University of Minnesota also reports accessions to its map record of the Middle West.

Along with many new acquisitions of diaries, letters, and business records of the mid-nineteenth century and church, farmers' union, and other later records, the State Historical Society of Wisconsin obtained Amasa Washburn's diaries of travel to the Great Lakes (1831-33) and a series of letters (1814-26) written by an officer stationed at various military posts in the Old Northwest. The Burton collection at the Detroit Public Library was also enriched with many early manuscripts, including the Cass family papers and business records of several prominent men of Detroit and Michigan; many maps were added to this collection, among them early Detroit maps by John Farmer, five De l'Isle maps of Canada, and one of the two known copies of Philo Judd's map of Michigan (1824). The Whitaker collection of books on the Old Northwest and another large collection of printed and manuscript materials on Detroit were also acquired.

For its Great Lakes exhibit in 1942 the Cleveland Public Library purchased maps by several noted cartographers,

dating from 1685 to 1806, including the scarce Popple's *Map of the British Empire in America*. A significant new collection on the social and economic life of the prairies and Great Plains at the Newberry Library began with the office records of the Chicago, Burlington and Quincy Railroad (1850-87) and many Illinois Central records. Iowa State College acquired the materials assembled by the Iowa State Planning Board for its social studies, consisting of 10,000 maps and several thousand printed, processed, and manuscript items. Washington University (St. Louis) reports 50 early maps, pieces of music, and books added to its Mississippi River collection. Among the many archival accessions of the Minnesota Historical Society are two collections of special interest: the papers of Andrew Peterson, a Swedish pioneer leader, and the diaries of E. S. Peake, Episcopal missionary to the Chippewas.

The next report in this series will describe the great Coe collection, a gift to Yale which several western librarians sought. While the 1941-42 acquisitions of regional Americana cannot be compared to the Coe library, they were nevertheless impressive. The historical collections at the universities of North Carolina, Virginia, and Texas, Virginia State Library, and the Tennessee Division of Library and Archives were all greatly enlarged by mercantile, family, plantation, and governmental records. To North Carolina came the Evans collection of 5,000 Confederate and state bank notes, several early or long newspaper files, many church and railroad reports, a group of old songbooks and hymnals, important additions to the Sir Walter Raleigh collection, and originals and microfilms of plantation, slavery, and Civil War records.

The archives of the Virginia Land Office (1742-1901) were deposited in the Virginia State Library, which also procured several early maps of Virginia. The *Annual Reports on Historical Collections* of the University of Virginia describe in detail manuscript, microfilm, and printed sources documenting Virginia history of the first two-thirds of the nineteenth century and to a lesser degree earlier and later periods and other southern states and national affairs. Notable additions were made to the library's Jefferson,⁷ Poe, and Albemarle County documents and to its holdings of Virginia maps and newspapers. The Tennessee Division of Library and Archives rescued the archives of Sumner County (1780-1920) and acquired a variety of family, business, and Civil War records; the Historical Records Survey transcripts of county records were deposited here.

Five thousand Confederate government publications, soldiers' letters, diaries, and archives, one of the major acquisitions of 1941-42, went to the University of Texas Library. Over 3,000 letters, the correspondence of Alexander H. Stephens and his brother Linton, were donated by Linton's daughter to Manhattanville College of the Sacred Heart. The University of California at Los Angeles has entered the southern field, purchasing some 12,500 books, pamphlets, and magazines about and from the South, including Texas. The Mississippi Department of Archives and History obtained the records of three antebellum plantations and several later groups of business, personal, and plantation papers. A valuable source collection for economic history—the papers of a

⁷ The library published Jefferson's correspondence with his brother, from the Carr-Cary papers, acquired during this period.

New Orleans cotton factor, H. Kendall Carter (1842-63)—is now in the John Crerar Library. Louisiana State University got some 15,000 plantation and business papers, mainly for the last two-thirds of the nineteenth century, and Natchitoches Parish records of the late eighteenth and early nineteenth centuries.

Emory University Library received Bishop Candler's papers on missions and Southern Methodist affairs, plus a number of rare publications, such as the Urlsperger tracts about the Salzburger colonization efforts. The North Carolina Historical Commission reports a variety of personal papers, state and county archives, genealogical records, and microfilms of the older archives of several counties. Clemson College has recently arranged for use its plantation, grange, and business records. A description of the Tutwiler collection of southern history and literature in the Birmingham Public Library may be found in *Special Libraries* for December, 1942. Davidson College reports scrapbooks and publications relating to the Southern Presbyterian church, and the Virginia Military Institute 8,000 issues of nineteenth-century newspapers, with a few earlier and later, for which a carefully compiled index has been published.

Berea College's collection on the southern mountain region was enlarged by maps and publications assembled for a survey of the schools of the region. The Cuyler collection of 6,000 manuscripts and public documents, at the University of Georgia, contains papers of southern statesmen and other manuscripts on the Revolution, slavery, and the Indians. Dartmouth College obtained Nathaniel Wright's diary of Virginia plantation life (1816-18). The University of Tennessee's collection of

mercantile account-books has grown to 261 volumes. Wake Forest College now has the minute books of several early North Carolina Baptist associations and with the aid of the McGregor Fund has purchased such valuable works as Archdale's *New Description of . . . Carolina* (1707). The Jacksonville Public Library added 70 early and recent maps and charts of Florida to its large collection. The Woman's College of the University of North Carolina received a nearly complete file of *North Carolina Almanacs*, and the Mariners' Museum a set of Margry's *Découvertes et établissements*.

Four libraries augmented their slavery collections—the University of Southern California with the *Albany Atlas* report of the Herkimer convention and a number of other antislavery publications, the William L. Clements Library with two large files of correspondence about antislavery activities, one of which doubles the size of the Weld-Grimke collection, Oberlin College Library with 20 early antislavery items, and the University of Oregon with a nearly complete set of Garrison's *Liberator*.

Pomona College Library owns the Mason collection of California and southwestern history, not previously reported, of which H. R. Wagner writes: "When quality is considered it is probably the best [of those in California libraries]."⁸ The Wagner collection of Pacific Coast cartography, also at Pomona, is probably the finest of its kind in the world. In Pomona's sister-institution, the Claremont Colleges Library, the business records of 13 Pacific Coast steamship companies (1906-30) were recently placed. The diaries and sketch books of W. H. Jackson, the pioneer

⁸ H. R. Wagner, *Bullion to Books* (Los Angeles: Zamorano Club, 1942), p. 314.

photographer, now belong to the New York Public Library. The Denver Public Library added more than a thousand volumes to its western history department, including a copy of Maximilian with the tinted plates and 300 issues of Colorado newspapers of the early 1860's. The John Crerar Library also lists a Maximilian with tinted plates and two other rare narratives, D'Wolf's *Voyage to the North Pacific and a Journey through Siberia* and Ledyard's *Journal of Captain Cook's Last Voyage*. Mr. J. C. Bay's carefully selected library of 2,000 volumes on the Middle West and West went to the State Historical Society of Missouri.

The Boston Public Library received a few western rarities, notably Sutherland's *Howard's Campaign against the Nez Percés* and Udell's *Incidents of Travel to California*. Another very scarce narrative, Riley Root's overland journal, is now in the University of Illinois Library. The records of the holding company of the "big four" of the Southern Pacific—the Pacific Improvement Company and its subsidiaries—are now in the Stanford Library. The Newberry Library acquired the Shelekhov, Grevingk, and Davuidov narratives of Russian explorations on the Northwest coast and a Custer collection of nearly a hundred items. An Ensign and Thayer map of the gold regions of California, with "directions to emigrants" printed on its lower margin, is now in the William L. Clements Library.

The University of Oregon assembled a photostat set of the *Oregon Spectator*, the first newspaper on the Pacific Coast, and, with the aid of a field agent, gathered many business, personal, and county records of Oregon's first half-century. The University of Washington Library purchased some fifty volumes of the

scarce narratives of Russian exploration, among them Veniaminov's account, in Russian, of the Aleutians and the mainland settlements and a nearly complete set of Lütke. Other additions to its Pacific Northwest collection included 1,600 photographs of the Klondike gold rush and early Seattle, four diaries of the Western Union Telegraph Company's expedition to Alaska, a hundred volumes of lumber company records, a set of the *Northwest Daily Produce News*, and transcripts and microfilms of several diaries. The Vancouver (B.C.) Public Library acquired a set of Alaska boundary tribunal proceedings, with all the briefs on both sides and a considerable body of correspondence by the British delegates; the Seattle Public Library, a set of the *Oregon Spectator Index*; and Oregon State Library, the W.P.A. transcripts of county archives.

The Historical Society of Montana had the good fortune to obtain 13 Russell pen-and-ink sketches, one of his water colors, and a portrait of him painted about 1907. The Southwest Museum added 600 volumes of standard and recent works on the West and Mexican Indians. Southern Methodist University reports a set of the *San Angelo Standard*. The Kansas State Historical Society greatly enlarged its holdings of state archives, personal papers, and genealogical, business, land, and court records; its comprehensive state newspaper holdings now total some 50,000 volumes. The universities of Nebraska and Missouri each procured several hundred western and Indian items.

Indians.—The records, correspondence, and publications of the Indian Rights Association were transferred to the Historical Society of Pennsylvania, which reports 25,000 pieces in its new

possession. The Treasure Room and Phillips collections at the University of Oklahoma now contain the foundation works and many rare items on the West and the Indians. The Southwest Museum acquired Washington Matthews' letters to the Navahos' Indian agent and nearly a hundred photographs of cliff dwellings by W. H. Jackson and others; the New York State Library, a set of the Faber mezzotints of the "four kings of Canada" and three of the Schenck series; the Clements Library a copy of Metcalf's *Collection of Some of the Most Interesting Narratives of Indian Warfare*; and Oberlin several works in or about Indian languages.

Canadian history.—The Provincial Archives of British Columbia, one of the richest historical collections on the continent, continues to augment its holdings of logbooks, provincial records, and manuscripts, reporting in particular an early manuscript by James Strange on the language of the Indians at Nootka Sound. Oberlin lists several early narratives, the University of Illinois James's *Strange and Dangerous Voyage* (a Northwest Passage rarity), and the Provincial Library of British Columbia 17 volumes of Canadian pamphlets published by Dawson at Montreal (1834-83). The Cleveland Public Library purchased around 75 items on Selkirk's Red River settlement and Hudson Bay early history and several early works on the exploration and conquest of the Maritime Provinces.

Latin America.—American libraries continued to buy books from Latin America to a far greater extent than before the war, a few sending representatives to Latin America to buy books. The State Department concluded treaties on behalf of the Library of Congress for the exchange of governmental pub-

lications with several Latin-American nations. Brown University's representative filmed 1,200 volumes, and the library will supply prints to other libraries. Louisiana State University's representatives procured 10,000 volumes from Mexico, Brazil, and Cuba.

One of the most important acquisitions of 1941-42, the Morrey collection, now at Louisiana State University, is second only to the library at Caracas in material on Bolívar, with 1,500 titles, and has 500 volumes on the Masonic order in South America. Many notable items are coming to light during the cataloging of this collection, such as Jay Gould's copy of Kingsborough's *Antiquities of Mexico*. The University of North Carolina, Duke, and Tulane continue to buy Latin-American books under the terms of their specialization agreement. In the last three years the University of North Carolina has added 7,000 volumes, primarily of works on folklore, language and literature, bibliography, constitutional history, political theory, the cabildo, and library science, including a set of the *Grandes escritores argentinos* and the Medina bibliographies. The more important arrivals at Duke were laws of Peru and the Argentine Republic and files of *Gazeta de Mexico* and *Papel periódico ilustrado*.

As usual, the John Carter Brown report pleases the reader both by its literary and typographical charm and by the magnificence of the treasures it describes, such as a perfect copy of López Cogolludo's *Historia de Yucathan*, a volume of forty-two Christmas-service poems (1657-1730), three of which are by Juana Inés de la Cruz, and two uniquely perfect Mexico 1787 imprints on Bernardo de Gálvez, captain-general of Louisiana and the Floridas. The Newberry Library acquired some 900 Mexican

edicts (1750-1807). The New York Public Library procured 3,000 Mexican political pamphlets, documents, broadsides, periodicals, and almanacs, principally nineteenth-century publications. Oberlin strengthened its holdings of Spanish and Spanish-American bibliographies and history with such titles as Zavala's *Ensayo histórico de las revoluciones de México* (1831-32). In the fall of 1942 the Cleveland Public Library opened its Latin-American Room, in which were placed some 5,000 volumes acquired during 1941-42, primarily published archives, historical society and academy serials, travels of the first half of the nineteenth century, and biographies of Bolívar and his followers.

The Library of the Pan American Union acquired some 7,000 books and pamphlets during the year and a half, which have been listed in the *Pan American Book Shelf*. The Hunnewell collection of 100 volumes on Columbus, containing the most important books about him prior to 1900, went to the American Antiquarian Society. The Mariners' Museum added several eighteenth-century and later histories of South America and narratives of voyages to the West Indies; the John Crerar Library a set of Sloane's *Voyage to the Islands Madera, Barbados, . . . and Jamaica*; the University of Minnesota the Argentine Biblioteca Nacional *Catálogo metódico* and files of the Uruguayan *Revista histórica*, *Gaceta de Buenos Aires*, and *Argas de Buenos Aires*; and the University of Illinois a set of Kingsborough.

European history.—Nothing was reported for ancient history, but, for the Middle Ages, Yale listed Professor Asakawa's library of 3,700 volumes, strong in medieval history and institutions, and the University of California reports James Westfall Thompson's

library of 1,600 volumes, which was divided between the Berkeley and Los Angeles campuses. For Spain, Columbia University notes the transfer of the correspondence, reports, pamphlets, and broadsides of several American organizations interested in the Spanish Civil War, supplementing the materials previously received from the Spanish Information Bureau, and Bucknell University lists a set of Bofarull y Mascará's *Coleccion de documentos inéditos del Archivo general de la corona de Aragon*.

Three libraries acquired valuable French sets: Wellesley the *Collection de documents inédits sur l'histoire de France*, Smith the *Moniteur universel* (1789-1869), and the University of California the publications of the Société Jersiaise. The Bullard collection of nearly 200 contemporary cartoons of Napoleon went to Brown University Library. A set of the *Monumenta Germaniae historica* was added to the Yarnall Library of Theology, and one of *Chroniken der deutschen Städte vom 14. bis ins 16. Jahrhundert* to the University of Oregon Library. Three early works on Russia were reported by the Mariners' Museum and the University of Illinois, the former the *Rerum moscoviticarum auctores varii* (1600), and the latter Giles Fletcher's *Of the Russe Common Wealth* (1591) and Sir Thomas Smith's *Voiage and Entertainment in Rushia* (1605). The New York Public Library acquired 200 books, pamphlets, and periodicals on the Faroe Islands.

World War I was documented at the New York Public Library by proclamations, rationing cards, and emergency money issued by the Germans in occupied countries, at the University of California Library by two files of German newspapers, at the Kansas State Historical Society by 600 books and 600

pamphlets, maps, and scrapbooks, and at the Historical Society of Pennsylvania by the C. L. Harper collection of 850 items relating to selective service.

World War I material has proved so useful during the last two years that many libraries are gathering large collections on the present war. The Indiana State Library, while selecting representative material of some types from outside Indiana, aims to make its record of Indiana participation as complete as possible, with all types of camp, business, and other publications, clippings from representative newspapers, radio scripts and releases, and public and personal manuscripts. The Kansas State Historical Society has adopted a similar program, and the Seattle Public Library, Brown and Colorado universities, and others are making special efforts to preserve propaganda issued by exiled and other foreign governments. The University of Minnesota now has nearly a thousand foreign and American posters. The University of California reports 90 per cent coverage of the federal and state documents listed in Wilcox' *Official War Publications* and representative collections of the United Nations, governments-in-exile, United States Army camps of the Ninth Service Command, and various propaganda groups.

British history.—Collections on aspects of British history were reported by the Vancouver (B.C.) Public Library, the State Historical Society of Wisconsin, and Oberlin College. The Bulwer East Anglia collection at Vancouver consists of 155 volumes of books and 19 volumes of drawings and early manuscripts, among which is a grangerized copy of Martin's *History of the Town of Thetford* which has a bill laid in relating to the sale of "ye library of Cha: Killigrew, esq.," with entries for 10

shillings paid a bookseller for "his advice in this affair" and 4 shillings for "barbor and washing." All who have examined secondhand books will grant the propriety of the latter item. Oberlin College procured a quantity of guides and road maps of the eighteenth and nineteenth centuries, such as Wilson's *Post-Chaise Companion; or, Traveller's Directory through Ireland* (1785). The State Historical Society of Wisconsin received several hundred autograph letters, chiefly nineteenth century but some of an earlier date, including many of Sir Sidney and Lady Colvin.

A library of reprints of medieval chronicles and family histories went to Colby College. Other libraries reported distinctive individual works. Geoffrey of Monmouth's *Britanniae ulriusque regum . . . gesta* (1508) and *Nova legenda Angliae* (1516) are now held by the Boston Public Library, and the *Victoria History of the Counties of England* by the University of Missouri and the Provincial Library of British Columbia. Both editions of Thoresby's *Ducatus leodiensis* and Burton's *Monasticon eboracense* were obtained by Indiana State Library; Yarranton's *Englands Improvement by Sea and Land* (1677-81) and the Canterbury and York Society publications by the University of North Carolina; the Selden Society publications by the Montana State Law Library; and the Early English Text Society publications by the University of Denver.

Other parts of the world.—Professor Kofoed of the University of California is known to booksellers not as a foremost authority on marine borers but as a book swapper and purchaser. The fruits of his avocation have gone to the university's library—9,000 volumes of travel, exploration, and anthropology. The University of Denver Library has

achieved one of its long-deferred aims—a set of Hakluyt Society publications. The Boston Public Library has De Jode's *Speculum orbis terrarum* and 60,000 post cards of the southern and eastern United States, Europe, and elsewhere; the Mariners' Museum 4 eighteenth-century atlases and a sixteenth-century Ptolemy; the Detroit Public Library another Ptolemy; and the University of Illinois Mercator's atlas in the 1635 and 1636 editions.

Brown and North Carolina universities increased their holdings of Near East archeology, history, and philology, Brown with such titles as the *Byzantinische Zeitschrift* and the *Orientalische Bibliographie*, North Carolina with the *Monumenta Asiae Minoris antiqua* and Geiger's *Grundriss der iranischen Philologie*. The Boston Public Library got two very scarce maps of the Philippines, and Oberlin a considerable number of old and recent books on Australia and New Zealand.

The curator of the Chinese-language books at Columbia appraises his collection⁹ as a well-rounded library second to the Library of Congress holdings in size but in diversity and potential usefulness the leading collection outside China and Japan. With a Rockefeller grant Columbia purchased 78,000 volumes in Chinese in 1936-42. The Kuno library of 800 volumes in Japanese on the social, political, and economic history of Japan has gone to the University of California, which also reports the New Zealand legislative journals and Helman's *Suite des seize estampes représentant les conquêtes de l'empereur de Chine*. The National Library of Peiping has given the Library of Congress permission to

microfilm for itself and other libraries some 2,900 very scarce titles which the National Library sent to the Library of Congress for safekeeping.

The University of Southern California received 200 titles on the history of India, principally nineteenth-century publications, the University of Minnesota a number of additions to its India collection, including early Archaeological Survey reports and a long run of the *Madras Journal of Literature and Science*. The Mariners' Museum acquired such valuable titles as the Italian version (1577) of Nicolay's *Discours et histoire véritable des navigations, peregrinations et voyages, faits en la Turquie* and De Mailla's *Histoire générale de la Chine*. Individual titles reported at other libraries are the *Dai-hyakka-jiten* encyclopedia by the Los Angeles Public Library and the Fausbøll edition of the *Jatakas* by the University of North Carolina.

Other social sciences.—Three libraries report exceptional collections on anthropology. Columbia University Library fell heir to Boas' notebooks on the Chinooks, including about ninety containing unpublished folk tales. The Southwest Museum received the Willard collection covering practically the entire documentary history of the Maya area and a miscellaneous collection containing many basic works on other Indians. The University of Pennsylvania Museum Library has added a set of *Bantu Studies* to its considerable holdings on African languages and anthropology; the reorganization of the library is bringing to light a great deal of previously unrecorded material in this and other fields.

A few outstanding collections on nineteenth-century political movements were reported. The Kilroe collection on Tammany Hall at Columbia, the largest in existence, contains 104,000 pamphlets,

⁹ Columbia University . . . Report of the Director of Libraries for the Academic Year Ending June 30, 1942, pp. 14-15.

books, letters, speeches, clippings, cartoons, posters, etc. The State Historical Society of Wisconsin received Fritz and Mathilde Anneke's correspondence, manuscript articles, books, pamphlets, and photographs, reflecting their interest in world affairs, woman's suffrage, and German-American activities. The Wheelwright collection of periodicals, pamphlets, broadsides, and mimeographed publications dealing with social and literary radical movements is now in Brown University Library. Two libraries reported materials on American radical politics—Indiana State Library, which got collections of papers and pamphlets on Debs and Tom Mooney, and the Minnesota Historical Society, which acquired files of Ignatius Donnelly's paper and two other left-wing publications.

Three institutions obtained private libraries on economic subjects, one of them being the J. J. Hill Reference Library, which enlarged its holdings of books and periodicals on accounting and taxation by 400 volumes. The library of the late Professor Gardner and a departmental collection, together about 1,000 volumes, went into the Brown University Library. One of the foremost acquisitions of 1941-42 was Columbia University's second Seligman library, supplementing the one purchased in 1929, consisting of 6,500 manuscripts, books, tracts, and broadsides on trade, agriculture, commerce, and economics, including 50 incunabula, a thousand seventeenth- or eighteenth-century broadsides, Claude Dupin's manuscript observations on Montesquieu's *Spirit of Laws*, a set of *Nouvelles éphémérides économiques*, and other rare physiocratic items.

Accessions in economics and commerce were highlighted at the Cleveland Public Library by the publications of the

Institution of Production Engineers, at Harvard by a small, choice collection on coffee and coffee-houses, at Colorado College by a gift of several periodical sets, at the University of Missouri by the beginnings of a collection on advertising, at Syracuse University by one on broadcasting, and at the John Crerar Library by Schäffer's *Sämtliche Papierversuche*.

In sociology the notable acquisitions were on woman and on the Masonic order. The New York Public Library describes its new Schwimmer-Lloyd papers on feminism and world peace in its *Bulletin* (XLVII, 307) as portraying fully the feminist movement for the last forty years, with printed and manuscript records of international congresses, the Neo-Malthusian League, the Woman's Peace Party, and Hungarian pre-war reformist movements. A collection on the suffrage crusade, said to be measurably near completion, is now in the Iowa State Department of History and Archives. To its collection of works by and about women, the Woman's College of the University of North Carolina added books on travel and costume history. The Iowa Masonic Library reported 1,100 items, many of which were foreign publications, plus a few seventeenth- and eighteenth-century imprints, such as John Hume's *Jachin and Boaz*.

In education only slight gains were reported. New York University supplemented its collection of Henry Barnard's papers with his journals (1830-35) and a hundred letters (1831-50). Indiana State Library reports a set of Combe's *History of the University of Cambridge* with the Founders supplement, and the University of Missouri many files of early American education journals.

The law acquisitions at the Library of Congress range in time and space from a beautiful manuscript *Institutes de l'em-*

pereur Justinien to Colorado mining district laws and from the 1709 edition of the Icelandic code to a pictorial collection on the United States Supreme Court. The new Center of Latin American Legal Studies and the Law Librarian's book-gathering tour of South America mark a new emphasis in the national library. The New York State Library notes several outstanding legal rarities, such as one of the few copies of Bradford's 1707 compilation of New York City ordinances. The Los Angeles County Law Library got a complete collection of czarist Russian laws and reports and added 2,500 volumes to its Latin-American legal holdings. The University of Chile law school presented 100 doctoral dissertations and a set of its *Anales* to Columbia, and Dean Wayne L. Morse gave a set of the railway hearings held by the President's Emergency Board to the University of Oregon. The University of Missouri announced the completion of its holdings of bar-association proceedings, and the Department of State Library the acquisition of a major share of current publications on international and foreign law.

SCIENCES AND TECHNOLOGY

The John Crerar Library reports one of the richest prizes of 1941-42—the Sonnenschein collection of 1,700 prints and photographs of scientists and engineers; many are autographed. Among the Crerar's new periodical sets is the *Revue scientifique du Bourbonnais*. Wellesley College added to its series of milestones in the history of thought original editions of Darwin's *Origin of Species* and the Jenson, 1472, Pliny. After a survey of its holdings and those of other libraries in the Philadelphia area, the American Philosophical Society has chosen American science and culture

and the history of the doctrine of evolution as its major fields of interest.

Iowa State College added files of two dozen university, society, and other serials to its growing collection of South American scientific periodicals and obtained a few early or rare works, such as the second edition of Newton's *Principia*. Among the Wade papers received by the New York State Library were meteorological observations made at Watervliet Center by two doctors (1846-1902). The University of Southern California procured several major scientific serials and reports of expeditions. The Georgia School of Technology got several scientific and technical magazines, including the *London, Edinburgh and Dublin Philosophical Magazine*, and the Colorado School of Mines a set of the Great Barrier Reef Committee reports.

Biology.—Louisiana State University greatly enlarged its holdings of biological periodicals and taxonomic sets, reporting files of such important journals as Roux's *Archiv* and *Ibis* and such works as the *Index kewensis* and the British Museum catalog of birds. Iowa State College obtained such valuable works as Catesby's *Natural History of Carolina, Florida, and the Bahama Islands* and Grew's *Anatomy of Plants*, and added six titles to its Linnean collection. A hundred herbals and early botanical works went to the University of California. Among other notable single titles were Chabreaus' *Stirpium icones* at the New York State Library, Karsten's *Vegetationsbilder* at the University of Tennessee, and Bentham and Hooker's *Genera plantarum* at the University of North Carolina.

The Riley collection of 6,000 serials, government publications, and books on birds is now at the University of Virginia.

Colorado College received E. R. Warren's zoological library, including 121 volumes of field notes on Colorado and southwestern birds and on the beaver. Franklin and Marshall College reports 250 ornithological items, and the Cleveland Public Library a gift of several fine volumes on Asiatic, African, and other birds. Colorado School of Mines got a set of Ellis and Messina's *Catalogue of Foraminifera*; Oberlin, Adams' *Essays on the Microscope* (1787); Smith College, Say's *American Conchology*; and the University of Washington, Mannerheim's work on the beetles of Alaska. Professor Wickham's 2,000 entomological books and serials, largely on Coleoptera, went to the University of Illinois. Iowa State College acquired hundreds of entomological monographs, such as Scott's *Australian Lepidoptera* and Schaeffer's *Icones insectorum circa Ratisbonam indigenorum*.

Medicine.—The Army Medical Library bought the rest of the Yahuda collection of Arabic, Turkish, and Persian manuscripts, including the works of more than a hundred and fifty Arab authors. The Hunt collection of medical portraits, several early American books and serials, over fifty bibliographies, and several very scarce sixteenth-century publications also went to this library. The Boston Medical Library reports great and valuable accessions, including such rich finds as Fuchs's *Sex tabulae morborum et symptomatum* (1537) and Reitter's *Mortilogus* (1508), which contains an early poem on the pest, a fourteenth- and a sixteenth-century manuscript, and about a hundred seventeenth-century imprints, such as Clowes's *Briefe and Necessary Treatise Touching the Cure of . . . Morbus Gallicus*, Macer's herbal, an edition not in the *Short-Title Catalogue* of Vicary's *Englishman's Treasure*, the first edition of Culpeper's

Physicall Directory, and several Spanish works. The Boston Medical Library also got several early American manuscripts and a fine working library on physiognomy and related subjects.

The John Crerar Library added to its medical holdings a set of the *Annales de médecine physique et de physiobiologie*, such rarities as Malpighi's *Opuscula anatomica* (1680), *A Treatise of One Hundred and Thirteen Diseases of the Eyes and Eye-Liddes* (1622), and Rollo's *Observations on the Means of Preserving and Restoring Health in the West Indies* and such outstanding later works as Beaumont's *Experiments and Observations on the Gastric Juice* and J. H. Jackson's *Study of Convulsions* (1870). Columbia's growing collection on plastic surgery now contains two rare broadsides of the mid-eighteenth century, and a copy of the first American book on surgery was added to its holdings of books and manuscripts on and by early members of the College of Physicians and Surgeons. The University of Oregon Medical School added a few volumes to its growing collection of medical classics. The New York State Library acquired several herbals and other early medical and biological works. The Mariners' Museum reports a number of eighteenth-century and later works on naval hygiene and medicine, including Trotter's *Observations on the Scurvy*; and Louisiana State University obtained two scarce pamphlets on the yellow fever in New Orleans.

Other sciences.—The Mariners' Museum procured a copy of the first American contribution to naval science—García de Palacio's *Instrucion nauthica* (Mexico, 1587)—and other early works on mathematics and navigation. Oberlin College, the Seattle Public Library, and the Georgia School of Technology all considerably enriched their holdings of

mathematical journals. A mathematical library of 1,400 pamphlets, dissertations, and reprints came to the University of California, and a library of 3,000 volumes to the University of Wisconsin. Brown University reports unusual growth in mathematics owing to the founding there of *Mathematical Reviews* and to a microfilm project; 700 volumes more have been copied in addition to the microfilmed 1,200 volumes reported in the 1940-41 article. The B. A. Gould astronomical library was acquired by the Massachusetts Institute of Technology, which found in it the Ratdolt, 1485, edition of Sacro Bosco's *Sphericum opusculum*, early editions of Bernoulli, Euler, and Leibniz, and over sixty other pre-1800 imprints.

The University of Minnesota reports the major accession in chemistry: 20,000 pamphlets on colloids. Important early chemical works were noted by Smith College, Oberlin, the Colorado School of Mines, and the American Philosophical Society, rare or important journal files by the John Crerar Library, Emory, and the Georgia School of Technology. The last two also improved their journal holdings in physics, and the American Philosophical Society acquired several works illustrative of the history of science, such as Becquerel's *Résumé de l'histoire de l'électricité et du magnétisme*.

Among geological acquisitions of unusual interest were a geophysicist's library of 5,000 items on petroleum geology and other applications of the science in the Houston Public Library and the Peter Lesley and B. S. Lyman papers dealing with geological exploration of Pennsylvania, Japan, and elsewhere, which went to the American Philosophical Society. A Carnegie grant brought many new acquisitions on mineralogy to the Colorado School of

Mines. Darwin's *Voyage of the Beagle* in the original three parts is now in the John Crerar Library.

The Seattle Public Library received another annual grant from the Boeing Aircraft Company for its leading aeronautics collection. Princeton obtained a collection of early aeronautical works, and the Denver Public Library increased its holdings on aerial photography and aeronautics. The John Crerar Library and the Mariners' Museum acquired valuable early works on shipbuilding; the latter also received 25,000 indexed photographs of ship construction and 2,800 ship papers and plans. The Crerar reports a copy of a scarce work by the western explorer, S. H. Long—*Description of Col. Long's Bridges* (1836). Along with several other important or unusual serials, Iowa State College acquired a complete set of Oesterreichischer Ingenieur- und Architektenverein, Eisenbetonausschuss, *Mitteilungen*. Three electrical engineering collections were reported: the Behrent library of 1,800 books and 3,300 pamphlets and periodicals, including firsts of Galileo's *Dialogo* and *Discorsi* and Newton's *Method of Fluxions* and many works by Tesla and other contemporaries, at Clemson College; the New York Public Library's acquisition of Bion J. Arnold's correspondence, notebooks, books, and periodicals dealing with electric traction and his business affairs; and the library of C. P. Steinmetz, now in the New York State Library.

Iowa State College added several early agricultural works, such as Parkinson's *Experienced Farmer's Tour in America*. In animal industries Iowa State College acquired several items by the famous "Harry Hieover," some forty other late eighteenth- and early nineteenth-century books on horses and

veterinary medicine, and several hundred pedigree records and association publications. The John Crerar Library now has the only complete set of *Prairie Farmer* in existence. Among the early works acquired by the John Crerar Library was a copy of Sha's *Certeine Plain and Easie Demonstrations of Divers Easie Wayes and Meanes for the Improving of Any Manner of Barren Land*. The University of California reports a collection of 1,700 pamphlets, dissertations, and reprints in agricultural chemistry.

To the small, excellent rose collection at the Library Association of Portland a few early nineteenth-century titles were added, and the Rochester Public Library acquired most of the recent publications on the cultivation of roses and other flowers in a collection of 300 volumes. A Repton manuscript was reported by Smith College, and his *Enquiry into the Changes of Taste in Landscape Gardening* by the Chicago Art Institute, which also reports other notable landscape items.

Miscellany.—Three libraries got materials on sport worthy of mention: 500 volumes on hunting, fishing, and travel at the Academy of Natural Sciences of Philadelphia, an archery collection at the J. J. Hill Reference Library, and several books on hunting at Iowa State College, including Millais's *British Deer*. In addition to modern works on cooking, Iowa State College obtained three early American cookbooks, several others of the Civil War period, and early editions of Carême and Brillat-Savarin. A gift of 450 issues of shorthand periodicals from

the Gregg Shorthand Company completed the New York Public Library's files of all shorthand magazines. The University of California at Los Angeles reports 3,000 books and periodicals covering the history of shorthand, and the library at Berkeley a small group of important works on cryptography. An amateur magician's library of 1,000 books and magazine volumes went to the University of Minnesota Library.

CONCLUSION

To use an old western phrase, "them as has, gets." The foremost acquisitions, in nearly all fields, went as usual to the great libraries in Boston, New York, and Washington and to Yale and Princeton. This article could have ignored all but a dozen major libraries without greatly falsifying the record, despite the extent to which middle western and California libraries rival those on the eastern seaboard. But ownership is not important if materials for research are available to those who can profit from them. Reports such as this series and other records of locations, such as union lists and union catalogs, inventory the wealth of our libraries. Much has been done to make the whereabouts of library treasures known. Much also remains to be done. What is most conspicuously wanting is the co-ordination of the services of libraries in behalf of the clients of each library. That is to say, we have too many union catalogs and too few bibliographic centers.

THE COVER DESIGN

PAUL HURUS, of Constance, was one of the numerous German printers who carried their craft into Spain. In December, 1475, we find him in Barcelona, associated in printing with Johann de Salsburga. Soon, however, he moved to Zaragoza. By October 22, 1476, he was in partnership with Heinrich Botel. In 1481 and 1482 this firm, or Hurus alone, printed books and letters of indulgence, all of them without a printer's name.

In 1485 Hurus printed in new types two books to which he signed his name. He then handed his establishment over to his brother, Juan Hurus, who issued books under his own name from 1488 to 1490. Paul Hurus again took charge of the press in 1491 and continued printing until 1499. In 1500 the press was taken over by Georg Coci and associates. This press flourished in Zaragoza for more than three-quarters of a century. Paul Hurus returned to Germany in 1500; his subsequent history is obscure.

Hurus was no doubt well supplied with capital. He printed large and expensive books and published them himself. Many of his productions are lavishly illustrated with woodcuts—most of them imported from Germany—and with magnificent ornamental initials. Paul Hurus, also, is spoken of as a man of scholarship and of literary ability.

With the exception of a number of religious works in Latin—including some beautifully printed service-books—Hurus' productions are almost entirely in Spanish. Spanish translations of Boccaccio and of Bernhard von Breydenbach's *Peregrinatio in terram sanctam*, chronicles, and popular religious books form the bulk of his work in the vernacular.

Paul Hurus was the first printer in Spain to use a printer's mark. His third mark, here reproduced, is made up of three blocks inclosed in a border. The center block consists of a cross between two triangles inclosed by a motto, "In omnibus operibus tuis memorare novissime

tua" ("In all your acts remember your last act"), above two lions. On the left block is a figure of St. James of Compostella; on the right, one of St. Sebastian. The cross and triangles were probably Hurus' merchant's mark. The triangle represented the Trinity in medieval symbolism and it is possible, by the principle of reinforcement, that the two triangles in the mark stand for the First and Third Persons of the Trinity, with the cross representing the Second Person. The cross and triangles, on the other hand, may be no more than a conventional design.

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE LIBRARY



THE CONTRIBUTORS TO THIS ISSUE

WALTER H. KAISER: for biographical information see the *Library Quarterly*, X (1940), 110. Mr. Kaiser received his A.M. degree from the Graduate Library School of the University of Chicago in September, 1940, and the same month assumed his present position as librarian of the Muncie Public Library, Muncie, Indiana. He has published articles in *Mechanical Engineering* (June, 1940) and the *A.L.A. Bulletin* (September, 1943) and is joint author of a "Survey of the Bacon Library, American Hospital Association" (1942). In 1942 he was granted a three-month leave of absence to serve as public library specialist in the Library Service Division, United States Office of Education, Washington, D.C.

PATRICIA B. KNAPP: for biographical information see the *Library Quarterly*, XIII (1943), 342.

ALEX LADENSON was born in Kiev, Russia, on September 25, 1907. He received the B.S. (1929) and J.D. (1932) degrees from Northwestern University and the A.M. (1936) and Ph.D. (1938) degrees in history from the University of Chicago. He was admitted to the Illinois bar in 1931. From 1938 to 1943 he held several supervisory and administrative posts with the Work Projects Administration, being director (1940-42) of the W.P.A. Library Omnibus Projects sponsored by the Chicago Public Library. Since May, 1943, he has been executive assistant at the Chicago Public Library. He is a contributor to professional journals.

W. C. BERWICK SAYERS was born in 1881 at Mitcham, England. He won the Greenwood prizes in librarianship in 1898 and attended the London School of Economics for Librarianship Courses, 1905-8. Since 1915 he has been chief librarian of the Croydon Public Libraries. From 1919 to 1935 he was a lecturer in classification at the University of London School of Librarianship; from 1928 to 1934 a member of the B.B.C. Central Council on Adult Education; and in 1938 president of the Library Association. He is a trustee of the National Central Library. His publications include *The Children's Library* (1913), *An Introduction to Library Classification* (1918, 1922, 1929, 1935, 1938), *A Manual of Classification* (1927), *The Revision of a Public Library Stock* (1929), *Children's Libraries* (1932), and *Library Local Collections* (1939). In addition, he has edited three editions of Brown's *Manual of Library Economy, Books for Youth* (1936), and other works, and has written many poems and songs for music.

HENRY BARTLETT VAN HOESEN: for biographical information see the *Library Quarterly*, IV (1934), 365. Mr. Van Hoesen is librarian of Brown University. In 1938 he published *Brown University Library, 1767-1782*. He has contributed numerous reviews to the *Library Quarterly*.

JOHN VANMALE: for biographical information see the *Library Quarterly*, XIV (1944), 60. Mr. VanMale is librarian and professor of library science at Madison College, Harrisonburg, Virginia.

REVIEWS

Aesthetic Experience and the Humanities: Modern Ideas of Aesthetic Experience in the Reading of World Literature. By FRANCIS SHOEMAKER. New York: Columbia University Press, 1943. Pp. xviii+339. \$3.50.

The heroine of *High Rising* achieved the distinction of writing good bad novels. By extending the scale of standards thus suggested, it may be said that Mr. Shoemaker has produced a bad good book. The merit of his study lies in the central propositions which have interested him. He believes in the value of aesthetic experience as a means to the development of the self and for the understanding of history and tradition. He stresses the importance of a "global" knowledge of the arts which will bring men into a closer unity with their fellows in other nations. He is convinced, finally, that the enlargement of mind which comes through participation in modes of thought and feeling revealed by "great books" can be achieved by the wise teaching of courses in world literature. These principles are certainly acceptable and defensible. They are, moreover, among those which all advocates of humane studies would willingly see amplified and given a practical application.

Unfortunately, Mr. Shoemaker's method of working out his pattern of thought is not very satisfying. In Part I of his study, "Ideas of Aesthetic Experience Underlying Modern World Literature and Humanities Courses," his principal aim is the gathering of summaries and comments which presumably represent the thought of perhaps fifty philosophers, literary critics, psychologists, sociologists, and anthropologists. The views of these writers, from Plato to Jacques Barzun, are presented with great brevity and, indeed, are sometimes so condensed as to be unrecognizable. It is useful to be reminded of the variety of speculations which exist on such topics as the nature of art, the process of creation, methods of self-realization, the psychology of language, and the evolution of culture patterns. Whether these statements really have any common denominator remains in doubt, however, despite Mr. Shoemaker's

assertion that "there are certain broad convergences apparently gaining in currency" (p. 72); and at best it appears only that they may be of importance to teachers of literature—particular applications remaining undefined. Mr. Shoemaker seeks, indeed, to establish connections in Part II, "Enlarging Ideas of Aesthetic Experience among Spokesmen for the Humanities"; but his attempt is halfhearted, the section proving to be chiefly a résumé of pronouncements on the study of literature by representatives of the National Council of Teachers of English and the Progressive Education Association or summaries of the views of scholars like Theodore Myers Greene, I. A. Richards, and Robert M. Hutchins. Mr. Shoemaker recognizes the ideological differences between these individuals and groups and expresses some judgments concerning the doctrines put forward, showing considerable respect for those which emanate from Columbia University and a somewhat unsympathetic attitude toward the proposals of the Chicago school. In general, however, he makes it clear that his purpose is not thoroughgoing critical analysis but rather expository statement. Again the reader is grateful for the information provided; but he soon realizes that at no point is the guidance offered adequate, and he regrets the lack of a clearly defined and well-defended point of view.

Part III, "Converging Ideas and Practices in World Literature and Modern Humanities Courses," is again a compilation of data, condensed from printed articles, syllabi, college catalogs, and letters from professors. The offerings of some fifty institutions of all sizes and affiliations are described and grouped under such headings as "Formal Aesthetic Principles," "Chronology," "Types," "History of Ideas." The experienced teacher will find nothing very new here, though some of the statements contributed are certainly suggestive. No great convergence is apparent, and little connection with the "Ideas of Aesthetic Experience" in Part I is shown. Mr. Shoemaker has not, of course, had the advantage of visiting the courses he describes, and he gives few opinions

as to which are most successful. His experience with one experiment in teaching world literature is put to use in Part IV, however, where an "Exemplification of a Modern Aesthetic Approach" is treated through an account of the study of *Hamlet*, as it is presented at the Colorado State College of Education.

Shakespeare's tragedy is here regarded as representing the "emergence of consciousness," a theme "emphasized in most modern conceptions of aesthetic experience, and basic presumably to both Renaissance humanism and to the modern humanities." We are assured, nevertheless, that the study "begins with Elizabethan cultural backgrounds," and we are invited to consider a ten-page review of recent scholarship which seems more suitable for a graduate seminar than for Sophomores at the Colorado State College. At length, however, "following a pattern suggested by Dover Wilson, Draper, and Van Doren" which these Sophomores "have sharpened through two years of experimentation, we reconstruct Shakespeare's aesthetic experience and sense of self and that of his audience from the symbols of this play" (p. 204). The analysis is fully and ably elaborated. It seems to have brought one member of the class, whose words are quoted approvingly, to the conclusion that the Dane has advanced beyond the avengers of Greek tragedy and beyond the medieval Dante, though "in terms of a modern 'world development' of man's individuality he has a long way to go." To question this interpretation would be beside the point; that a student was brought to make it testifies to the success of Mr. Shoemaker's teaching. Yet among defenders of the humanities there are many who will believe that the explicitness of this method forces the play into a mold which is too narrow to contain it.

The faults of Mr. Shoemaker's book arise from the pretentiousness which often characterizes a young scholar's work. He has undertaken to cover too much ground and has failed to define his problems adequately, to correlate evidence and conclusions accurately, and to use significant terms like "aesthetic experience" with scrupulous care. He has read widely and has collected copious notes; he has not welded his learning and thought into a coherent monograph.

WARNER G. RICE

University of Michigan

Man the Measure: A New Approach to History.
By ERICH KÄHLER. New York: Pantheon Books, Inc., 1943. Pp. 700. \$5.00.

The first World War was essentially a rebellion. Germany attempted by force of arms to seize a higher position in the commonwealth of nations than history had assigned her. The second World War is essentially a revolution. Germany has repudiated the historic civilization of the Western world and has proposed to replace it by a different system.

In the literature of the first World War there was a small segment of philosophical discussion: on the one side, German *Kultur* was lauded as the finest flower and, on the other, it was branded as the deadliest weed of modern civilization. But in the main these writings were merely devices of propaganda, and with the return of peace they were speedily and deservedly forgotten. In contrast to the former war, the present conflict makes philosophical considerations basic. The attack on civilization is animated by a revolutionary theory, systematically worked out and plausibly expounded. Hence, a successful defense of civilization requires not merely a military defeat of the revolutionists but also a positive reassertion of those principles of human dignity and decency upon which democracy is founded. But, most unfortunately, such a reformulation of principles is not easy, for this is a period of philosophical transition and therefore of confusion. Nonetheless, the literature inspired directly by the present war already includes several serious attempts to rediscover a sound theoretical basis for the historic ideals and values of Western culture.

In this philosophical war literature the work of certain refugees is pre-eminent. That is inevitable for many reasons. These refugees have had direct experience with the revolutionary doctrines and with their dire practical consequences. By personal tragedy they are necessarily obsessed by the world catastrophe. Moreover, as products of traditional German education, they seem better prepared for the task than are their American colleagues: they usually possess a broader range of precise factual information than we do and retain more of the encyclopedic perspective of a liberal education. And, finally, they are a rigidly selected group of intellectuals: no one could survive a transplanting to an alien academic system unless he possessed a superior mentality.

This volume *Man the Measure* is the work of such a refugee. Formally it is a survey of world history, but actually it is an attempt to discover and expound a principle that will give to history a coherence and a meaning. The author believes that he has found such a principle in his identification of the specific quality that makes man human. This, he maintains, is man's ability to transcend his own being—to objectify himself and to subjectify his fellows. Accordingly, this treatise traces the evolution of "the human" through the ages from its first emergence in primeval man to its resubmergence in the bestiality of the Nazi system. At every point the exposition is masterly: the world events selected for discussion are admirably chosen, and their interpretation in terms of the author's formula is always ingenious. Even one who finds Dr. Kahler's main rationalistic thesis less probable than the traditional explanations of theology must profit greatly by the broad sweep of his vision, his pregnant comments, and his illuminating intuitions.

This is a book which many Americans should study, but above all the American librarian, whose profession imposes a special obligation. He must deal with every range of scholarship from mathematics to poetry. Accordingly, he needs, in a way that the specializing scholar does not, a sense of historic unity, intellectual perspective, and comparative values. All these he will find abundantly in this volume.

PIERCE BUTLER

*Graduate Library School
University of Chicago*

Post-war Standards for Public Libraries. Prepared by the COMMITTEE ON POST-WAR PLANNING OF THE AMERICAN LIBRARY ASSOCIATION, CARLETON BRUNS JOECKEL, CHAIRMAN. ("Planning for Libraries," No. 1.) Chicago: American Library Association, 1943. Pp. 92. \$1.50.

This book is clear, concise, and authoritative. Conclusions of the authors sound like practical suggestions of experienced librarians. Even a slight undertone of evangelism for the public library adds to the interest and value of the document. Certainly the standards can be used for the purposes intended; that is, as a measure for individual libraries and as a national measuring-stick. There can be little disagreement with the broad conclusion that a planned program of library development includes com-

plete library coverage, library service of adequate quantity and dynamic quality, and large units and co-operation in library service. However, the specific standards are high. Thus, while librarians might approve them, the task of selling them to the public as part of the tax bill presents greater obstacles.

Standards of library service are given in quantitative as well as in general terms. The quantitative standards include registered borrowers, circulation of books, and hours of service. General standards relate to the availability of reference and reading aid, adult education, services to children and young people, and adequate records.

Highly commendable is the suggestion that the library should be an integral part of local government and not a subordinate part of the school system. Surely, a state library agency is needed to develop leadership and extend service. The plea for federal financial aid to local libraries seems incompatible with state and local control. Why should the federal government give financial aid unless the states and their local governments have shown their financial inability to provide more extended services by use of their own resources?

The line between the policy-making duties of the library board and the administrative duties of the chief librarian is well drawn. No governmental activity can function properly without a complete separation of the legislative or advisory body from the professional executive.

A distinct contribution to the entire field of public administration occurs in the discussion of library standards of size and area. The statement that "public library units should be large enough in population, area, and financial support to insure adequate library service" is equally true of other public functions. But the case for the library is easier to demonstrate.

Those librarians who favor a segregated tax levy for library purposes may not like the recommendation that library appropriations should be considered in terms of other community needs and that the library appropriation should be determined by the legislative body of the political unit served by the library. This reviewer, however, thinks the idea is sound from the viewpoint of the library and the local government. Librarians may well bear in mind that a public agency which does not have to fight for its existence may become self-centered or it may be forgotten.

Is the national minimum of \$1.00 per capita annually for public library support defensible? Such a standard oversimplifies a complex problem. However, if libraries need greater financial support to do their work efficiently and more extensively, then the \$1.00 minimum becomes a slogan to help promote a cause. The slogan is no more wrong than the efforts of a motorcar manufacturer to sell on the slogan "Economical Transportation."

The attainment of a national minimum of \$1.00 per capita for library support would probably be an indication that library service had made great advances, but it would not prove that a single library was operating effectively or meeting minimum standards. However, if libraries now cannot meet the standards of service described in this monograph and if they can do so by increased expenditures, then the goal of \$1.00 per capita is a desirable goal, provided, first, that the money is not needed more urgently for other community services. The propriety of the expenditure of \$1.00 per capita, or any other amount, depends on the effectiveness with which the money is used and the relation of library services to other community services. The same comments would apply generally to the minimum of \$1.50 per capita for reasonably good service and \$2.00 for superior service.

Librarians can best be the judges of the standards of buildings, of the book collection, of personnel, and of technical processes, described in the last four sections. The standards are high and are supported by authorities on the various subjects.

Although they are labeled "post-war," these standards are applicable at any time. They can contribute to the future usefulness of libraries by giving lay citizens and professional librarians some concrete methods of testing present performances. When this second step has progressed, it will be easier to determine a future program for public libraries.

The monograph creates the impression that it was carefully and skilfully prepared to serve a practical purpose. The best practical use would be to have every chief librarian sit down with his governing board and see how his library measures up to the standards proposed. The book deserves this attention—and so does the library.

CARL H. CHATTERS

*Municipal Finance Officers' Association
Chicago*

The Public Library Service: Its Post-war Reorganization and Development: Proposals by the Council of the Library Association. London: Library Association, 1943. Pp. 16. 6d.

In 1942 the Library Association of Great Britain published *The Public Library System of Great Britain: A Report on Its Present Condition with Proposals for Post-war Reorganization*, by Lionel R. McColvin, city librarian of Westminster and honorary secretary of the Library Association (reviewed by Louis R. Wilson in the *Library Quarterly* [July, 1943]; by Carleton B. Joeckel in the *A.L.A. Bulletin* [May, 1943]).

That was a personal report. "Whether, and to what extent, the Association will in fact endorse the views and support the recommendations," Mr. McColvin said in his Introduction, "is entirely a matter for the Association itself to determine."

The answer, at least in part, to that implied question is to be found in this sixteen-page pamphlet of fifty-three numbered paragraphs in which the Council sets forth its own "proposals for the Post-war Reorganization and Development of the Public Library Service" of Great Britain and Northern Ireland. It is a worthy successor to other distinguished library reports produced in England.

The four most important recommendations are: (1) the provision of adequate services by suitable library authorities must be made compulsory; (2) there must be an appropriate department of the central government responsible for guiding, encouraging, and co-ordinating the work of local library authorities and insisting upon their efficiency; (3) all local authorities must be rendered financially able to attain efficiency; and (4) the composition and size of local government areas must be such that the best results are made possible.

All these recommendations, and especially the first, may well be a challenge to American library thought. In my opinion, compulsory library legislation is long overdue in this country—and must be sought even if it will be just about forty-eight times as difficult to achieve as in Great Britain.

The discussion of relations with the national government is interesting in view of our desire for federal and state aid and our fear of federal control. The Council proposes a new national ministry to be concerned with libraries, broadcasting, museums, music, the drama, the cinema and literature; or, as second choice, "a new and

distinct library department" in the national Board of Education. It favors grants to libraries both to help poor libraries rise to a higher level and to encourage further improvement of the very good ones. As to amounts, it proposes that 50 per cent of total expenditures come from national funds. In the opinion of the Council, such grants should be contingent on the meeting of standards to be set by the government department—standards covering library area, service points, staff, salaries, and expenditures for books.

Larger library areas are, of course, recommended. "In general the population of the library area should lie between one-quarter and three-quarters of a million"—which clearly implies a top as well as a bottom limit. The Council significantly urges librarians to work with representatives of other services for reforms which will result in suitable areas for all local government functions, so that independent library areas will not be necessary.

The report sets forth briefly desirable standards for service to the community and for professional and nonprofessional staff, and recommends salary levels—for the professional staff salaries equal to those paid to similarly qualified teachers, and for the nonprofessional employees equal to those paid to clerical workers in the municipal service. It also recommends full-time and part-time schools of librarianship supported from government funds and adequate leaves of absence to permit staff members to take advantage of the educational opportunities offered.

The Council says that a few existing libraries should be developed as regional reference centers and that the National Central Library should be continued but that local libraries should become less dependent on them. Central cataloging by some national agency is recommended.

This report will be eagerly read by all our national planners. It is recommended also and particularly to the state planners, who will find its recommendations rather closely paralleling their own in many respects.

It admittedly deals with general principles only. More detailed pronouncements are expected to come from the Planning Committee which the Council has appointed.

CARL H. MILAM

*Executive Secretary
American Library Association*

Programs for Library Schools. By ERNEST J. REECE. New York: Columbia University Press, 1943. Pp. 64. \$1.00.

The timing of this publication is excellent. In the past few years all A.L.A. accredited Type I library schools and a good many of the Type II group have had new heads, or they will get them when the war is over. The conditions for examination of existing curriculums and for change are therefore favorable. Study of revision might very well center around this thoughtful contribution from Professor Reece.

Almost exactly twenty-five years ago, in the last year of the first World War, I found myself in the position of having hurriedly to organize a one-year curriculum and present it for approval to an academic committee of the University of California. There was just no time for study—I was also in charge of the University Library in the absence of my chief in the Army—but from the miscellaneous offerings of schools unconnected with universities, or only loosely so, we managed an organization of courses which seemed defensible at that time and which was later more or less followed by some other new university schools, including one which uncritically swallowed it whole. In recent years my curriculum tinkering and groping toward a basic one-year program which would provide the essentials for all and some area of specialization for each student are evidences of continued interest. The situation is somewhat clouded by the experimental eccentricities of some teachers and the vested interests of others, nor is it clarified by the extremely personal preferences of some librarians for assistants made in their own image or trained for their own peculiar organizations.

In this situation it has consequently not been difficult for Professor Reece to find wholly indefensible associations of topics in the courses of most library schools; this is competently done in his opening chapter. He then proceeds in his second one to lay down the "Main Lines" of a proposed reorganization of the materials of study in a basic one-year program "according to their intrinsic purport." I reproduce the proposed reorganization in his own words:

1. THE STORY OF LIBRARIES—how they arose, where they have spread, why they exist, what position they hold, and what they can do.
2. UNDERSTANDING OF THE PHYSICAL ASPECTS of the records which libraries contain, including their origins, forms, manufacture, and distribution.

3. **COMPREHENSION OF RECORDS** as sources of information, education, breadwinning, inspiration, recreation and restoration; of the import of the printed page and of all cognate matter; and possibly of the fields of learning and activity which books and other records represent.

4. **INFORMATION** regarding the making and care of library collections, including the value, creation, and use of the necessary methods and tools, with emphasis upon the elements relating to the cataloguing of books, but embracing whatever concerns the acquisition and preservation of library stock and the techniques for making that stock available for use.

5. **FACTS PERTAINING TO MANAGEMENT**, in so far as they can be subjects of teaching, and to the principles and procedures entering into the direction of a library.

6. **UNDERSTANDING OF EVERYTHING THAT BEARS** upon aid to patrons, as represented in reference work, information service, the activities of readers' advisers, and instruction regarding the use of libraries.

Because these descriptions of a really quite exciting program lack something of perfect felicity in this brief outline, it is well that the six following chapters are devoted to the elaboration of these six divisions and to justification of the radical rearrangement of material. To this reviewer Professor Reece is at his best in the chapters on "Books as Sources," "Technical Organization," and "Library Administration," where there is not only every evidence of logical thought but also a willingness to pursue this to the point where it breaks down all the sacred sections whose inviolability has become almost a religion to some who believe that teaching their subjects in their own way is essential to their students' salvation. In these chapters, too, he shows a very realistic and progressive attitude in reflecting the desire of many again to emphasize knowledge of books rather than elaboration of techniques; in fact, it is one of the exhilarating possibilities of his plan that into it will readily fit courses in the study of the literatures of particular subjects which will surely need to be a part of the education of both public and university librarians if they are to meet the needs of increasingly subject-divided collections and acquire merit outside their profession by knowing something which their clientele really appreciates.

In his last chapter, "Appurtenant Matter," the author touches on such topics as electives, specialization, applicability to special needs and types of libraries and to some slight elaboration

of organization—all naturally tentative at this stage.

I believe this little book is so important in its ideas and in its potentialities for the library profession that I could wish that it were a little easier going, so that it might be read by far more than the relatively few librarians who are engaged in education for their profession. For them it is essential. Might not the Association of American Library Schools make it the basis of the next meeting?

There can be nothing more deadening to young recruits than to be told that all they have to do is carry on the good old tradition. This study should therefore stimulate the next generation in charge of education for librarianship. To its author I will say in the language of the street, "You have something there, Professor!"

SYDNEY B. MITCHELL

*School of Librarianship
University of California*

Development of Collective Enterprise: Dynamics of an Emergent Economy. By SEBA ELDRIDGE and ASSOCIATES. Lawrence: University of Kansas Press, 1943. Pp. viii + 577.

This book might very well be described as an encyclopedia of man's collective effort to satisfy his common needs but for the central tendency provided by an agreement among the contributors as to the over-all hypothesis of the project, the rival hypotheses to be examined, and the salient features to be studied and reported. Following the outline prepared by Professor Eldridge, each contribution emphasizes the sociohistorical process of collectivization and surveys rather fully the present organization, management, and control of one of numerous collectivized and partly collectivized fields. Among the former are the postal services, police and fire protection, roads, harbors, waterways, sewage disposal, land reclamation, libraries, education, and research; among the latter, electric power, housing, medical care, and insurance. The writers in these separate fields also attempt in greater or lesser degree to test the central hypothesis of the book side by side with a so-called Marxist theory of collectivization. Two other theories are discussed by Professor Eldridge in his introductory and concluding chapters but do not receive more than passing attention. One of these, expounded

by James Burnham in his *Managerial Revolution*, came upon the scene too late for examination; the other, called the "situational" (compound causation) hypothesis, is shunted aside as being different from the authors' ideas mainly in the matter of emphasis.

The Lawrence associates state their theme clearly and succinctly:

In a "capitalistic democracy" (where capital is owned mainly by individuals, and where ultimate political power is exercised—in some measure—by the "masses") extensions of collective enterprise (in which capital is owned by groups, not by individuals) are effected *mainly* and *primarily* through the pressure of consumer and/or general public needs or interests. . . .

Other group interests, it is admitted, accompany and assist this major drive of the consuming public, but none receives more than ancillary status in this theory of social causation.

Herein lies the core of the book's argument. If it can be adequately demonstrated—and the authors feel they have succeeded in doing so—that the consumer-public interest is the real focus of collectivization, then little room remains for the Marxist contention that wage-earners as a class constitute a leading force in the socialization of enterprise. This thesis implies also that owners and managers as a group cannot be considered as supplying the leadership in this process. In spite of the fact that individual contributors face this controversy casually, indirectly, and sometimes out of apparent necessity of following the prescribed outline, the summary statement of findings continues to maintain this antagonism of theories as a central issue. As one reads the separate studies alongside of the presentation of implications and conclusions, one cannot help feeling that the difference between views is artificially drawn.

For one thing, a general theory based on economic determinism and conflicting class interests has been fragmentized in such a way as not to be recognizable even to the most rigid of Marxists of the uncompromising middle 1930's. It is hardly likely that one will find a quotation in the most rabid of monistic theoreticians which says in effect that "tax-supported schools were established . . . with the interests of the teachers (the labor group directly concerned)" in view; and who ever intimated that electric power has been undergoing socialization in response to "interests of electric power workers or of wage-earners in

general" (p. 4)? The same question could be asked about the Marxist thesis with regard to several other fields of collectivization elaborated in the *Development of Collective Enterprise*. Then, again, one reads page after page waiting in vain for concrete citations of assertions made by scholars of the Marxist persuasion. Such may exist. If they do, serious readers will be disappointed in not finding references to them either in the discussions or in the bibliographies. If they do not, then the reader is entitled to know whose ideas—indeed, what ideas—are being refuted.

Ernest E. Bayles, author of the section on public education, summarizes the findings of Carlton, Curoe, and Commons on the role of organized labor in the public education movement and concludes quite correctly that the wage-earning class was not primarily responsible for the achievement of state support. This, however, does not necessarily lead to the facile sequitur which denies the potency of social tensions and group antagonisms in the growth and patterning of our system of free education. The concurrence of broad political and social ferment with our educational revival in the second quarter of the nineteenth century demands closer attention than given here by a student engaged in exploring the dynamic of society. The scholar has an obligation to look below the surface froth, as does Sidney L. Jackson in his *America's Struggle for Free Schools* (Washington: American Council on Public Affairs, 1941, p. 171), and to consider whether this upsurge of democratic aspirations among our common folk might have "helped set in motion the ideas and acts of the educated and the wealthy which, under the circumstances, were decisive for educational progress."

J. H. Shera's treatment of libraries and museums wisely avoids overstress on the problem of consumer motivation versus worker motivation in the library movement. In the absence of abundant monographic researches in this field, he has elected to describe what is actually known about the chronological and sociological evolution of the modern tax-supported public library from its origins in the earliest collective efforts, as exemplified by the Philadelphia Library Company and other "social" libraries of this type. His analysis summarizes available studies and their suggestive findings and adds much from the sources examined by him in his own researches into the American public library movement. The moti-

vating ideas and circumstances which contributed to this movement are discussed under discrete headings, although it is made clear that the growth of an institution is rarely attributable to one or two of these factors operating apart from the others. The treatment of sociological backgrounds includes such prerequisites as the ability of communities to provide financial support to libraries, the necessity for a population sufficiently dense (rural libraries came upon the scene only after urban ones had been successful) to make service economical, a climate sympathetic to public support of education in general, and a favorable cultural milieu. Other headings used are "History and Antiquarianism," "Personal Gain," "Social Reform," "The Influence of Labor," "Civic Pride," "The Influence of Men in Public Life," and "The Influence of Women." Many of these divisions are merely touched upon. Their fuller treatment awaits extended study and documentation.

In his insistence upon a polydimensional structure of social causation, Shera reaffirms a principle of multiple motivation now almost universally accepted as a basis for scrutinizing the behavior of individuals as well as that of societies. On the other hand, this should not preclude the positing of a principal focus of motivation—a main plot around which other aspects of the story of library socialization may be set in their proper orbits. Whether or not such a primary hypothesis will be established by research in progress and research to be undertaken in the future cannot be foretold. Certainly, students of library history, of whom there are at present all too few, should not be limited by general doctrines of relative value and multilateral causation.

The above remarks should not be construed as a criticism of Shera's eclectic approach. At the present immature stage of research in the field of public library history, his account must be received with unstinting praise. Besides being the most complete treatment yet offered, it affords many insights which will doubtless be substantiated by subsequent contributions to the field. The reviewer recommends it without hesitation to all public librarians and library-school students as a part of their orientation to the profession.

The book as a whole is valuable in that it brings together for the first time a unified and well-organized presentation of a social trend which, in this era of uncertainty, gains im-

portance hourly. If it fails partly in its formulation of a strong hypothesis, perhaps it is because the subject needs more widespread critical examination than could be accomplished by a small group of scholars who operated jointly on a premise of concordance or acquiescence in the theme of the book. Perhaps too much was made of the distinction between wage-earners and consumers. After all, many aspects of collectivization were urban phenomena and, if we agree that the majority of consumers in urban communities have been wage-earners, do not the interests of consumer and wage-earner merge into an inseparable identity? Does not Professor Eldridge's struggle against the wage-earner hypothesis then answer somewhat to the description of a vigorous exhibition of shadow boxing?

SIDNEY DITZION

College of the City of New York

The History and Technique of Map Making. By HELMUTH BAY. ("R. R. Bowker Memorial Lectures," No. 8.) New York: New York Public Library, 1943. Pp. 36. \$0.25.

The Technical Book Publisher in Wartimes. By JAMES S. THOMPSON. ("R. R. Bowker Memorial Lectures," No. 7.) New York: New York Public Library, 1942. Pp. 50. \$0.25.

Literature for Sale. By ANN WATKINS. ("R. R. Bowker Memorial Lectures," No. 6.) New York: New York Public Library, 1941. Pp. 35. \$0.25.

Some Aspects of the Economics of Authorship. By ELMER DAVIS. ("R. R. Bowker Memorial Lectures," No. 5.) New York: New York Public Library, 1940. Pp. 30. \$0.25.

The appearance of the eighth R. R. Bowker Memorial Lecture is an occasion to renew thanks to the successors of the late Richard Rogers Bowker and to the New York Public Library for these annual excursions into phases of publishing activity; each of the lectures in the second quaternion will surely take an appropriate place in America's growing literature on the methods of the production and distribution of print and pictures. The first four (*A Publisher's Random Notes, 1880-1935*, by Frederick A. Stokes [1935]; *Publishing since 1900*, by Alfred Harcourt [1937]; *Textbooks Are Not Absolutely Dead Things*, by Frederick S.

Crofts [1938]; *Subscription Books*, by F. E. Compton [1939] have recently been handsomely reprinted in one volume as a keepsake of the Typophiles in New York, where additional copies are available from the George Grady Press at \$2.50.

The History and Technique of Map Making, eighth in the series, delivered in New York on November 17, 1943, by Helmuth Bay, printed in the *Bulletin of the New York Public Library* for November, 1943, and now separately, is rich in information and attractive in presentation. The development of pictorial symbols, of true scale, and of the various projections are sketched from their beginnings in navigational charts and geographical maps, as an introduction to an economic history of map publishing in the United States during the century past, together with an exposition of contemporary methods of map and globe production. Here the author's long association in the activities of Rand, McNally and Company, to whom he is at present map consultant, is of great value in demonstrating the successful services of one concern in the presentation of the basic geographic information called for by the development of railroads, the growth of automobile transportation, and the demands of mail and business shipping. Although the contributions of other houses and the endowed and governmental organizations are here left in some obscurity, one feels sure that when Mr. Bay writes a volume developed from this valuable lecture, the perfect balance of impartial scholarship and profound professional equipment will be displayed.

Mr. Bay also gives a number of illuminating comments on map libraries, the standardization of geographical names, map production by and for the ground, sea, and air forces, and a final note on photogrammetry as "the map making science of the future, a technique which, from present indications, places us on the verge of a complete new era in world mapping."

The seventh of the R. R. Bowker Memorial Lectures, *The Technical Book Publisher in War-times*, presented on November 19, 1942 (available in the *Bulletin* for November, 1942, and separately), was as appropriate in its matter and as fortunate in its author as the 1943 lecture. Mr. James S. Thompson, of the McGraw-Hill Company, discloses with modesty and assurance the splendid response of specialist book publishers to the information demands of scientific investigation, war production, and

military training during the last year of peace and the first of war. One of the most exciting stories that Mr. Thompson had to tell is concerned with the speedy response (co-operative and individual) of commercial publishers to national necessities. In just thirty-eight days, for example, the technical division of a large general publishing house "transformed 6,000 pages of manuscript into a complete series of eighteen volumes."

Mr. Franklin Hopper's compliment on the occasion—that the lecture was as interesting to hear as to read—is echoed now after a year, together with the reflection that the author's concluding point has been well demonstrated: "We have learned new techniques to open at least the fundamentals of technology, of science, to the vast generality of working men and women."

A stricture that might be placed on this essay is applicable also to others in the series—that the lecturers attempt to cover too many topics in an hour, especially when a history of the field is attempted, together with the recapitulation of personal experience, and a survey of present practice. For example, several pages of *The Technical Book Publisher in War-times* are given over to a historical study of technical books in America, some part of it from information supplied in digest by friends of the author. These comments are factually accurate but do form a regrettable interruption to the flow of such valuable anecdotes as the government seizure from the outgoing mails of a hundred-thousand-dollar order of technical books from Japan in the summer of 1941, and the extension of such heartening comments as that the technical book industry is "hardened to the effects of obsolescence."

The sixth and fifth lectures (*Literature for Sale*, by Ann Watkins, delivered on November 13, 1941, printed in the *Bulletin* for November, 1941, and separately, and abridged in the *Atlantic Monthly* for November, 1941; and *Some Aspects of the Economics of Authorship*, by Elmer Davis, printed in the *Bulletin* for November, 1940, and separately, and abridged in the *Saturday Review of Literature*, November 23, 1940) come from times of peace, and one should like to read them in the light of easier days. Perhaps the reviewer should rather try to place himself in the position of the author revising his text for permanent reference.

There are some judgments implied in *Literature for Sale* that it is hard to believe Miss

Watkins would let stand. For example, on page 28 of the pamphlet printing, in the course of a discussion of proper markets for new authors one reads: "The wisest of book publishers told me that it was his policy to let someone else take the headaches and risk on the first three novels, during which period of apprenticeship a writer should theoretically have learned his trade and gained in the process some understanding and appreciation of the publisher's problems." Might not Miss Watkins want to change the adjective "wisest" to perhaps "canniest" or "shrewdest," to indicate the entrepreneur who permits others to make the initial investments? Miss Watkins' piece has, of course, much of interest in its cheerful summary of a twenty-five-year development of the trade of literary agent, in its stories of high prices among the magazine and movie moguls, and in its concluding remarks on the ethics of her craft.

It is hard to think of Mr. Elmer Davis finding time nowadays to read, let alone re-write, such an interesting and characteristically ironic précis of observation and opinion as *Some Aspects of the Economics of Authorship*. The reviewer hopes, however, that when Mr. Davis is called upon to revise this essay for appearance in his "Collected Works," he will not change it one bit. Perhaps he might enlarge separately on the relation of magazine to book writing in the case of the contemporary writer of fiction.

SIDNEY KRAMER

Library of Congress

Resources of Pacific Northwest Libraries: A Survey of Facilities for Study and Research. By JOHN VANMALE. Seattle: Pacific Northwest Library Association, 1943. Pp. xv+404. \$4.00.

This volume follows in a general way the pattern established by the two volumes edited by Mr. R. B. Downs: *Resources of Southern Libraries* (1938) and *Resources of New York City Libraries* (1942). It constitutes the latest printed evidence of thirty years of library co-operation sponsored by the Pacific Northwest Library Association, under whose aegis a number of co-operative projects have been carried out. The present volume is the lineal descendant of the list of *Special Collections in Libraries of the Pacific Northwest* issued in 1927. Since the publication of that volume there has

been continuous effort to make a more comprehensive survey, but progress was slow until 1940. In that year the Committee on Bibliography of the Association was successful in securing a grant from the Carnegie Corporation to provide a regional union catalog. Although work on the union catalog has not been completed, the committee felt that it was important to survey the resources of the libraries, thereby aiding the war effort by making available material more widely known.

The first chapter presents in concise fashion the economic, historical, and educational background, as well as a good description of the library development of the Pacific Northwest. This discussion, along with the prefatory and summary statements provided with each of the sections of the survey report, supplies needed information for an adequate evaluation of the library resources of the region. The author points out that

the libraries of the Pacific Northwest have attempted, when they could, to prepare for specialized use while maintaining their services to the majority of their clients by purchasing the books most in demand, which is to say, current publications. They have had little opportunity to acquire older publications. Their contemporaries in other regions often inherited collections of periodicals and government publications which thereafter they had only to maintain. Such has not been the case in the Pacific Northwest. The libraries of this region faced the dual task of acquiring the old with the new.

The information relative to library resources is presented under five general headings: "General Works," "Humanities," "Social Sciences," "Natural Sciences," and "Technology." Each of these larger fields is subdivided according to the amount of material to be described. In general, the most important collection in each subfield is described first with additional information given about unique or outstanding material in other libraries. The reader is a bit surprised and at times confused by the amount of space given to the description of smaller libraries where the material is "quite common, . . . but outstanding among those in the library or characteristic of the collection being described." (Perhaps this device was deemed necessary so that all the libraries covered by the survey would be described someplace in the volume.)

As one would expect, the resources of the University of Washington library (the largest in the region if the duplicates of the two large

public libraries are excluded) loom very large. However, some of the most outstanding specialized collections are at other libraries; e.g., aviation at the Seattle Public Library, general art and music at the Portland Library Association, philosophy at St. Michaels in Spokane, modern art and architecture and oriental art at the University of Oregon, entomology at Oregon State College, and early Pacific Northwest exploration and trade at the Provincial Library in British Columbia.

It is of interest that the survey reveals that the region as a whole is relatively strong in English literature, general United States history, and the fine arts but is relatively weak in American literature, general North American exploration, and Spanish-American material. Further, contrary to the record of some other regions, in the fields of the "natural sciences and technology the engineering and agricultural colleges rival, when they do not surpass, the general [i.e., university] collections," and "the public libraries have also gathered notable technology collections comparable to their holdings . . . in education and municipal government."

It is regrettable that little attention was given to the reporting of special indexes (e.g., newspapers), although some items of this nature were reported under their appropriate subjects. One overstatement appears on page 157, to the effect that "the libraries of the Pacific Northwest have managed to acquire and preserve practically the entire printed record of the region." That this is an error is indicated by the fact that, of 604 items printed in Oregon between 1847 and 1870, 89 items are not known to be in Pacific Northwest libraries; of 214 items listed in the *Checklist of Washington Imprints, 1853-1870*, 40 do not appear to be in Pacific Northwest libraries; and the files of many early Oregon and Washington newspapers exist only in the Bancroft Library at the University of California or in the offices of the publishers.

The author misses no opportunity to point out the advantages of co-operation among libraries, and he repeatedly points out definite areas in which definite gains can be made. In order to implement co-operation and specialization, he proposes a twofold "program for the future" consisting of "(1) the formation of library councils and (2) the enlisting of group interest and support by asking organizations to elect consultants to work with the councils."

The functions of the library councils, consisting of representatives of libraries, would then be "to establish contact with organized groups through the Consultants, to find out the library needs of the people within these groups, to plan measures to meet these needs, insofar as possible, by cooperation among local libraries, and to help plan regional cooperation to take care of needs which could not be satisfied locally." The author is under no illusion as to the difficulties involved, but he is convinced that "through further cooperation, among themselves and with other groups, they [librarians] can help achieve the highest social ends."

WILLIS C. WARREN

University of Oregon Library

Official Publications of Present-Day Germany: Government, Corporate Organizations, and National Socialist Party: With an Outline of the Governmental Structure of Germany. By OTTO NEUBURGER. Washington: Government Printing Office, 1942. Pp. vi+130. \$0.20.

The Nazi state is a unitary state. The former confederate states (*Länder*) have become mere political subdivisions of the Reich. Governors (*Reichsstatthalter*) are the representatives of the Reich in the governmental districts, which are now mere provinces. These provinces are, in most instances, coextensive with the former states. Their publications may have retained the old titles, but they must be considered as publications of the Reich.

The Nazi state is a "dual state." The Führer is the head of the German government. But he is also the head of the N.S.D.A.P., the one party which is permitted to exist. Many important government offices are duplicated in the structure of the party. They share public authority with the organs of the regular government. It is, therefore, indispensable to include here publications of the party's agencies along with those of the regular government.

The Nazi state is a corporate state. Professional corporations or guilds (*Stände*) have been revived and in many fields newly created. The guilds have been endowed with important regulatory functions, and membership in them is often a prerequisite of the practice of a profession or a trade. Publications of the guilds are official in character and must, therefore, be

treated in a study dealing with German government publications.

These are a few of the salient points appearing in the outline on the governmental structure which introduces Neuburger's study. Since a thorough familiarity with the scheme of government is extremely helpful for a full understanding of the functions and scope of government publications, this introductory outline deserves careful study.

As a further preliminary, the method of publication is discussed. Neuburger stresses the fact that the Nazi government does not have printing and publication agencies comparable to our Government Printing Office and our Superintendent of Documents. True, there is a "Reichsdruckerei" and a "Reichsverlagsamt," but they take care of the requirements of only a limited number of agencies. As a rule, private printing and publishing firms are in charge of the printing and distribution of the publications of the various government departments. For instance, the name of E. S. Mittler and Son appears usually in the imprint of the publications of the War Ministry, and the firm of Carl Heymann is responsible for nearly all official legal literature.

While formerly it was the general practice to issue government reports under the agency's name, such reports now appear sometimes under the name of the head of an agency. The uninitiated may, therefore, not always readily distinguish an official report from a private work.

The annotated list of governmental and quasi-governmental periodic publications forms the body of the work. The list places particular emphasis on the inclusion of serial publications. However, it does not intend to be a complete list of all serial publications. It excludes particularly all publications of the provinces of the Reich—the former *Länder*—with the exception of their official gazettes. Further, it omits university publications unless they are related to the university's function as a public corporation. Also excluded are newspapers, press releases, staff papers, and calendars without text (p. 23).

It should be helpful in determining the character of the issuing agencies that not only are the bare German designations given but, as a rule, the following additional data are supplied: the English translation of the name, the German abbreviation if such an abbreviation is in use, the statute or regulation which

created or modified the agency, and a brief note on the functions of the agency (p. 24). With regard to the publications themselves the following information has been supplied: official German name, English translation, German abbreviation if one is customarily used, date of origin, changes in scope or issue, frequency of issue, name of publisher, and such other facts as seem to the author of the study sufficiently important in each case.

The author's arrangement of the publications under the issuing agencies seems to be most appropriate. A subject arrangement would have met many obstacles, since a good number of the publications deal with several subjects. An alphabetic arrangement, which in many lists may seem indispensable, was not necessary in this work, since a very detailed alphabetic index refers to the pages and sections in which the entries, together with complete bibliographical information, may be found.

There are instances in which the author could have chosen a freer translation than that given in the text. For example, the English translation of "Generalbevollmächtigter für die Bauwirtschaft" (No. 141 on the list), which reads "Authorized commissioner for building economy," could easily have dispensed with the adjective "authorized." Since it is extremely difficult to determine objectively when a translation is necessary and when it is superfluous, it might have been the best course to give translations throughout. The author omitted the English version when it seemed to him obvious that the English meaning of a German title would be readily recognized (p. 24). By proceeding on this basis, inconsistencies cannot be avoided. A few examples will show that titles of approximately equal linguistic difficulty have sometimes been translated and sometimes considered self-explanatory. Of the publications listed under "Reichsjägermeister" (No. 147), "Jahrbuch der deutschen Jägerschaft" is not translated, while "Deutsche Jagd" and "Zeitschrift für Jagdkunde" are translated. Under "Reichspropagandaleitung der NSDAP" (No. 216), the term "Parteiarchiv" is translated while under "Reichszeugmeisterei der NSDAP" (No. 212) the title "Mitteilungsblatt der Reichszeugmeisterei" is left without an English translation. The reviewer does not intend to imply that the occasional omission of a translation makes the study as a whole less valuable. In nearly all cases the scope of a publication can be determined without difficulty, since it

is listed under its issuing agency. If for no other reason than for the sake of consistency, it would, however, have been advisable to give translations in every instance.

The detailed Index is prepared with utmost care. Its usefulness could have been further increased by an inclusion of the abbreviations which are noted in the list, since references in the literature are often to the abbreviated form of titles rather than to the complete entries.

It is astounding that the author has been able to present this comprehensive annotated list of German governmental serial publications within the narrow compass of 130 pages. Since there is in this field no other list of equal inclusiveness and conciseness, it is an indispensable tool for librarians as well as for students of the Nazi era.

FRITZ VEIT

*U.S. Railroad Retirement Board
Chicago, Illinois*

"Check List of Historical Records Survey Publications." Prepared by SARGENT B. CHILD and DOROTHY P. HOLMES. ("W.P.A. Technical Series: Research and Records Bibliography," No. 7.) Washington: Federal Works Agency, Work Projects Administration, 1943. Pp. 110. (Mimeographed.)

The final official compilation of the publications of the Historical Records Survey which were issued between 1936 and 1943 is the revised "Check List" of April, 1943, that supersedes "WPA Research and Records Bibliography, No. 4" (1940) and its revision (1941). The new "Check List" comprises approximately 1,800 entries. These purport to cover, with possibly a few omissions, Survey projects publications programs for all states and to include issues of the "Survey of Federal Archives" and of the "Inventory of American Imprints." The Preface to the "Check List" explains the considerable variation in nomenclature for the projects included. The last change was in 1942 when, for economy's sake, related service division projects in each state were united under the title "War Services Project."

When the work of the Historical Records Survey was discontinued by the presidential order of February, 1943, dissolving the entire

Work Projects Administration, probably ten times as much material remained on hand partly organized as is listed in the newly revised "Check List." State W.P.A. offices, in most instances, stepped in to sponsor inventories of this assembled, unpublished material and to place it in depositories. The Library of Congress and the Federal Works Agency Library in Washington are two centers that have copies of the state inventory listings. The state depositories, with their addresses, are listed in Appendix V of the "Check List."

The several appendixes afford much useful information. Appendix I lists incidental microfilmed records made for some of the state projects, most extensively for Indiana and for New Jersey. Appendix II is a bibliography that furnishes "important articles" relating to the Survey program that were written by various members of the Survey staff. Survey workers and archivists in general may find technical manuals of practical value cited in Appendix III. Appendix IV includes chiefly the reports and summaries issued occasionally by a few state survey projects.

Careful examination of the "Check List" in the light of the "Summary" section of R. W. Kidder's recent article in the *Library Quarterly* describing the Survey's activities and publications¹ indicates clearly that, although the discontinuance of the Survey program has greatly curtailed its total efficiency, yet much has been accomplished toward achieving its primary objective. Already, a vast amount of local historical resources, heretofore hidden and unknown to any accessible, organized archives, has been made available on a nation-wide scale. A mass of documentary material to afford historians insight into the "real history" of hundreds of local communities throughout the whole country has been put by the well-directed efforts of the Survey at the disposal of the library system of the nation. The research worker, the economist, the political scientist, the sociologist, the government official, and the local administrator may now readily find wide and varied assistance through the bibliographical resources, even somewhat limited, that are offered in this "Check List."

GWLADYS SPENCER

University of Illinois Library School

¹ XIII (1943), 136-49.

Bibliographical Guide to English Studies. Compiled by TOM PEETE CROSS. 8th rev. ed. Chicago: University of Chicago Press, 1943. Pp. x+74. \$1.00.

This is a veteran in its own way, having first been issued in 1919. The last version of it came out a little more than five years ago, and this further revision represents the fullest collection the compiler has yet made. Unlike previous editions, however, there are no blank interleaved pages for student notes included.

The book is made up of fifteen major divisions, with the last devoted wholly to "American Literature." The greatest number of items are to be found in the section entitled "Literature, Exclusive of Literature in America," taking up twenty-three pages. Within each of these divisions arrangement is alphabetical by author, except for Section VII, devoted to periodicals containing reviews.

In all, there are 687 numbered items; since many of these include more than one publication, there are probably more than 800 references. For each item are listed the author's name, title of the book or article, and place and date of publication. An index twelve pages long completes the volume.

As in previous editions, the Prefatory Note disclaims any attempt at completeness: "to avoid confusing the beginner by a multitude of references, the compiler has included only a few of the most useful or comprehensive sources" (p. v).

One question at issue, then, is whether the compiler here presents sufficient information for the beginner. Examining first the method of listing items, one observes that pages, whether of complete volumes, essays in books, or articles in periodicals, are not given. Only one indication of length is given: if the item is of more than one volume, this fact is indicated. But the user cannot tell, for example, that Item 301 (Magnus' *A Dictionary of European Literature*) is over 600 pages long, that its neighbor, Item 311 (Palfrey's *Bibliographical Guide to the Romance Languages*), is not quite 100 pages, or that Item 331 (Lawrence's *A Selected Bibliography of Medieval Literature in England*) is only 23 pages. Bulk surely does not determine the value of bibliographical tools, but such information might not be wholly useless; it might even be helpful to the beginner for whom this *Guide* was compiled.

The user might find it hard to determine the basis of selection employed by the compiler.

Though there is a whole section devoted to "Periodical Publications Containing Reviews and Bibliographies," such important magazines as *Spectator*, *Saturday Review* (London), *Nation* (New York), *Literary World* (London), *Bookman* (London), *Nation* (London), and *Athenaeum* are not included, though the *Journal of the History of Ideas* is listed. That important source of reviews, the *Book Review Digest*, is not mentioned by the compiler.

Though Peddie's *National Bibliographies* (1912) is referred to, Lawrence Heyl's *Current National Bibliographies* (rev. ed., 1942) is not. The section on "Biography" lacks Hefling and Richards' *Index to Contemporary Biography and Criticism* (1934) and Max von Armin's *Internationale Personalbibliographie, 1850-1935* . . . (1936). Under "Prohibited Books," *Banned Books of England* by Craig and *Banned Books* by Haight are missing.

The problem raised by such major omissions as these is a serious one: did the compiler consider and reject these, or did he simply fail to include them? Why are items of lesser importance included?

Martin Routh (quoted on p. ix) says, "You will find it a very good practice always to verify your references." Following this sage advice, the reviewer discovered the following:

Errors.—Item 43, bibliographies, not bibliography; 49, handbook to, not handbook of; 207, the *Romanische Forschungen* began in the year 1883; 344, English literature, not English books; 364, Carey H., not Carey A.; 365, bookbinders, not booksellers; 486, Griffith, not Griffiths; and 595, 1650, not 1656.

Index errors.—B. S. Allen is 415, not 414; M. Bateson is not 341; Betten is not 532; C. U. J. Chevalier, not C. W. J.; C. H. Conley, not C. A.; Corns, not Corn; Eames, not Eams; C. F. Jacob, not C. F.; J. Kennedy, not Z.; Newcombe is 105, not 101; Peddie is 82, not 81; Roden is 685, not 560; and Typography is pp. 1-2, not pp. 00-00.

Omission in title.—Item 36, *English literary*, not *literary*.

Incomplete entry.—Item 146, *Subject Index to Periodicals*, was not published in 1923, 1924, and 1925; and Item 198, *Revue Anglo-Américaine*, ceased publication in 1935.

The Index is entitled "Index to Selected Authors, Titles, and Subjects." It is, therefore, of dubious value, since not all items are indexed; unlike the full index of the seventh edition, which was well made and all inclusive, this

omits a number of authors. Some of those so slighted are: Abbey, R. A., 604; Bühler, C. F., 361; Crawford, P., 497; Herbert, J. A., 462; Johnson, C., 326; Michaud, L. G., 509; Morgan, C. S., 582; Purnell, C. J., 72, 80; Redgrave, G. R., 367; Rosenbach, A. S. W., 323; Schlauch, M., 334; Shaw, M., 83; Skutsch, F., 319; Sutherland, D. M., 141; Vail, R., 658; Van Doren, M., 499; Venn, J. A., 502; Waller, A. R., 277; and Wilson, W. J., 110.

The regretful conclusion must be that this volume is not as useful as its predecessor, the seventh edition, and cannot compare with Professor Spargo's *A Bibliographical Manual* (2d ed., 1941).

THEODORE G. EHRSAM

Lehigh University
Bethlehem, Pennsylvania

The Library of Congress Quarterly Journal of Current Acquisitions. Published as a supplement to the *Annual Report of the Librarian of Congress*. Washington: Government Printing Office, 1943—.

After reading the first issue of this *Quarterly* one regrets that it is not to be a monthly. It is so evidently a selection from a great wealth of material that one deplores a wait of three months until the next choice morsels will be placed before him.

There is much to be said in favor of publishing in magazine form the descriptions of the rare acquisitions of the Library of Congress. Such descriptions have appeared in the *Annual Reports*, but they are often lost in some divisional report even though the most important entries are found under the heading "Accessions, Notable." Also, one must wait a year for the next instalment. It may be an economy for the Public Printer to issue the *Quarterly* and omit such sections from the *Report*, but if it were an added expense it would be a legitimate one, since in this form very many people will be reached and interested in the Library who would not trouble to search out such entries in an annual volume.

The format of the *Journal* is most pleasing. It has been carefully designed. It is a scholarly work without the panoply of scholarship. A judicious use of type makes footnotes unnecessary. Mr. MacLeish states in his Foreword concerning the contributors: "Their purpose

is to write as scholars but not necessarily for scholars." For the fiscal year 1944 Allen Tate will serve as editor.

Mr. MacLeish closes his Preface with this statement:

The first duty of the Library of Congress is to serve the Congress and the officers and agencies of government. Its second duty is to serve the world of scholarship and letters. Through both it endeavors to serve the American people to whom it belongs and for whom it exists. If this *Journal* can advance in any way that central purpose it will deserve its place.

The first article, "Toward a Rare Book Policy in the Library of Congress," by Lawrence C. Wroth, is a basic essay on book-collecting which every book-lover will appreciate. This definition is especially noteworthy:

One builds safely upon this conception of the rare book as, in general, the book which has attained the esteem of men through the character of its contents. . . . Rarity is thus created by esteem, by the general recognition of the importance of a text in the history of ideas. Character creates esteem; esteem, rarity; and rarity, cost.

The annotations on and the transcripts of "A 'New' Washington Letter," by David C. Mearns, and the Thomas Paine letter by Sidney Kramer are important Americana, as are the broadside programs of the parades in Philadelphia and New York City celebrating the adoption of the United States Constitution in 1788, described by Frederick R. Goff. Donald Mugridge notes several items added to the collection of printed Americana.

From the Division of Fine Arts, Leicester B. Holland, chief, appears an article on "American Painter-Etchers," more especially on Duveneck, Hassam, Weir, and Woodbury. The Music Division through Richard S. Hill contributes a bibliographical study of "The First Protestant Hymn Book."

There are two articles in the nature of enumerative bibliography—"Serial Publications in India" and "News Out of Ethiopia"—of particular value to a reference library.

The literary quality of these brief articles is high and the scholarship is convincing. Each is a contribution, and the whole affords an hour of true pleasure and profit.

F. L. D. GOODRICH

*The Library, City College
College of the City of New York*

Public Libraries in the Life of the Nation. By BEATRICE SAWYER ROSSELL. Chicago: American Library Association, 1943. Pp. vii+105. \$1.50.

Most books on librarianship as a career either are as prosaic as the usual career manual or lean toward the sentimental. This book escapes both weaknesses. It is clearly written, straightforward, and dignified, but it presents a lively picture of the kinds of work librarians do. There is never a doubt that librarianship offers many permanent satisfactions, though its less ideal aspects are not minimized. Best of all, the constant attempt to stress the social significance of the library and to describe it in its broader community relationships will catch the interest of the intelligent student who seeks a socially useful profession. There is a warning against the missionary, crusading approach, however.

Several types of library work are effectively differentiated through the happy device of sketching specific libraries in action. These are admittedly chosen not as typical examples but because they are giving distinguished service. Rochester represents the large-city class; Jacksonville, Illinois, the "small-town dynamo"; and Kern County, California, the rural community. Detroit's service to schools, the Michigan University High School Library, Newark's business branch, and several other special libraries are included. The unique characteristics of each type of service are clearly brought out, with emphasis on the meaningful side of the activities. Qualifications are clearly stated. Occasionally, descriptions of procedures are too detailed to be of interest to the uninitiated, but on the whole the material is pertinent.

One questions whether possible recruits are ready to read the second chapter on "What Still Needs To Be Done." On the other hand, the last chapter—"The Outlook for the Future"—creates a vision and suggests a goal which should capture the imagination and interest of the type of college student we wish to attract.

The volume should be useful in college vocational guidance. It will be equally effective as a brief, comprehensive picture of the function of the American public library for the general reader. Trustees would find it profitable reading. The attractive format and pertinent illustrations merit mention.

MARION E. HAWES

Enoch Pratt Free Library

The Library Key: An Aid in Using Books and Libraries. By ZAIDEE BROWN. 5th rev. ed. New York: H. W. Wilson Co., 1943. Pp. vi+133. \$0.70.

This is a welcome revision of one of the best tools for teaching the use of the library. As there are other good books adapted to junior high schools, the present edition has been designed particularly for college students, teachers, and other adults. Changes made in this edition include re-writing and enlarging of the Appendix, "Short Cuts to Information," bringing bibliographies up to date, and lengthening the list of reference books in chapter vi. A second appendix gives a list of "Organizations That Publish Desirable Pamphlets." To increase the knowledge of various sources of information available, the first appendix has been reprinted as a separate pamphlet available at small cost. Since it refers in several places to the main work, anyone using it feels the need for consulting the *Key* and might do better to get that instead of the reprint.

The author recognizes the need for greater diffusion of the teaching of library use through presentation of aids at the time of need by the subject-matter teacher in co-operation with the librarian. She has suggested certain phases of the work which are better taught by the teacher and others better presented by the librarian. This separation has been the accepted practice and is most often the case today, although some librarians and some teachers have been working toward better integration. Miss Brown notes this need and quotes suggestions for teacher-librarian committees for the study of such techniques.

A more thorough exploration of practical ways and means of effectively teaching library use is needed. *The Library Key* contains the basic information, but it is a tool which must be available at all times for reference to be effective. It is larger than most people want to carry with them, and patrons once at the library are more inclined to ask the librarian than to look it up.

Miss Brown's work emphasizes material of interest to teachers. There is still a place for presentation of more materials used by students and public in answering their questions in specific subjects, such as history, humanities, and economics. A question-and-answer approach to this type of material similar to that used in the Appendix with the skills explanations worked in with the lists would be helpful, since

that is the verbal technique used to handle this material in both library and classroom. This would be a reference tool which could be used by teachers and librarians for introducing the library from the point of view of a subject and make the carry-over from a unit in English composition or from orientation lectures which presented very briefly the few fundamentals necessary to begin use of the library.

LEOTA L. JOHNS

Stephens College

Carnegie Corporation and College Libraries, 1938-1943. By THOMAS R. BARCUS. New York: Carnegie Corporation of New York, 1943. Pp. 59.

In this brief report the assistant to the chairman of the Advisory Groups completes the record of the work of the Advisory Groups on Academic Libraries set up over fifteen years ago by the Carnegie Corporation. The report should be read with and in the light of William Warner Bishop's *Carnegie Corporation and College Libraries, 1929-1938*. From the point of view of American social history these two reports record the dispersal of over two and a half million dollars in an intelligent and constructive manner. Careful and detailed planning, the counsel of leaders in American education, and the assistance of leaders in American librarianship were brought together by the Carnegie Corporation in a union of philanthropy and intelligent social planning worthy of study for its method as well as its results.

From the point of view of the library profession, the two reports record a project which has strengthened markedly the resources of American academic institutions and constitute important documents in the history of American librarianship. But this direct result, important as it is to the institutions thus assisted, may not be so important as certain indirect results of the project. For the increased recognition by college administrators of the central importance of library resources and for the increased recognition of the need for real co-ordination of the work of professionally trained library administrators and "library-minded" professors, much credit should go to the work of the Advisory Groups. Within the profession itself, this project not only produced the Shaw and Mohrhardt lists of books but disseminated widely the kind of thinking that led to their compilation.

Mr. Barcus' well-written report is concerned with the years 1938-43 and describes the interest of the Advisory Groups in the libraries of teachers colleges, colleges for Negroes, smaller state colleges, and technological colleges. It reports the procedure of the Advisory Groups in determining types of institutions to be assisted and in selection of specific institutions in each type. The work of the centralized book-purchasing office is briefly described. Maps showing the location of institutions receiving grants and an appendix listing institutions assisted and the amounts of all grants complete the record.

ROBERT W. McEWEN

Carleton College

A Manual for Trustees of Colleges and Universities. By RAYMOND M. HUGHES. Ames: Iowa State College Press, 1943. Pp. ix+166. \$2.50.

Out of his long experience as a university administrator, President Emeritus Hughes has written an excellent and practical handbook for the college and university trustee. The practical benefits to be found in the *Manual* will reward other readers besides the trustee, for the author presents quickly and clearly the basic organization of a typical college or university. He defines the relationships that should exist between trustee, president, and faculty and describes the specific responsibilities of each. Naturally, most emphasis is placed on the responsibilities of the trustee, and these are examined under the following heads: trusteeship of property and finance; appointment of the president; the trustees as a court of appeal; and the obligations of the trustees in determining institutional policy.

No small part of the excellence of the *Manual* lies in its directive to the trustee to assume his responsibility as policy-maker. In board meetings this responsibility is too often passed by in the face of crowded dockets of business. Indeed, there are not many trustees who recognize their obligation to plan the policy of their institution, although this is probably their most important responsibility. The considerations which must be taken in account by the trustee as he plans policy, the many agencies of university operation (including the library), the faculty, student activities—all these and more are described briefly and carefully for the overview of the trustee.

To acquire proper perspective of the college

or university organization and to understand why the library is not and cannot always be the first concern of the president and the board, this manual is recommended reading for all library administrators and library-school students.

ROBERT A. MILLER

University of Indiana

"Classification and Pay Plans for Libraries in Institutions of Higher Education," Vol. I: "Non-degree-conferring Institutions"; Vol. II: "Degree-conferring Four-Year Institutions"; Vol. III: "Universities." Prepared by the SUBCOMMITTEE ON BUDGETS, COMPENSATION AND SCHEMES OF SERVICE FOR LIBRARIES CONNECTED WITH UNIVERSITIES, COLLEGES AND TEACHER TRAINING INSTITUTIONS OF THE A.L.A. BOARD ON SALARIES, STAFF AND TENURE. Chicago: American Library Association, 1943. Pp. xxx+66; xxxii+125; xxxiii+171. Vol. I, \$1.25; Vol. II, \$1.75; Vol. III, \$2.50. (Mimeographed.)

During the last thirty years the classification and pay plan has been adopted as a useful administrative device by many social institutions, including libraries. Such a plan results from a detailed description of every position in the institution; a grouping of positions into grades; a statement of the minimum qualifications for appointment to each grade; and an indication of the compensation offered in each grade.

The advantages of such a scheme are obvious: it is an effective check upon favoritism, caprice, or ignorance of the appointing officer and it indicates roughly what career each appointee may reasonably expect in the organization.

The disadvantages of a classification and pay plan are less clear. Briefly, such a plan tends to freeze an organization, particularly if its classifications are subject to control by an external board or personnel officer. The tendency of the organization to respond slowly to change may work to the disadvantage of the entire group, as at the present time when salaries lag far behind current increases in the cost of living; or to the disadvantage of an individual of unusual competence who has reached the top of his grade and cannot be promoted without reclassification. The advantages have generally been held to outweigh the disadvantages,

and a classification and pay plan in some form is now employed in many libraries.

A body wishing to extend its application or to improve current practices would be confronted with three choices. It might prepare a manual setting forth the theory underlying an adequate plan with suggestions for application; a selection of the better plans could be published in full; or a composite based on the norm of present practice could be prepared.

The latter course has been preferred by the boards and committees of the American Library Association concerned with this question. The so-called Telford report, *Proposed Classification and Compensation Plans for Library Positions*, appeared in 1927. Two years later that part of the Telford report which dealt with colleges and universities was superseded by *Budgets, Classification and Compensation Plans for University and College Libraries*. From 1939 through 1943 a new work in the latter field was undertaken by a Subcommittee on Budgets, Compensation and Schemes of Service for Libraries Connected with Universities, Colleges and Teacher-training Institutions of the American Library Association Board on Salaries, Staff and Tenure.

The scope of the three volumes growing out of the committee's work has been described by the committee as follows:

This study is limited to positions in the professional and related clerical services in libraries of institutions of higher education. It has omitted certain administrative specifications for the clerical service and has not touched upon the building maintenance, binding or printing services.

Each of the three books treats with a classification and pay plan for one of the three groups of institutions (non-degree-conferring, degree-conferring four-year, universities). Each book contains four sections: (1) Classes of Libraries, (2) Classes of Departments, (3) Personnel Specifications for Library Positions in the Professional and Clerical Services, and (4) Standards of Education, Experience and Pay for Personnel Grades.

The committee judiciously points out the difficulties inherent in applying a norm, which represents a composite of many cases, to any given case in hand. Each of the studies reflects an unstated theory of librarianship. Mr. Leonard D. White, professor of public administration in the University of Chicago, remarks in his Foreword that in the specifications for librarian and associate librarian, particularly, "it is impossible to ascertain whether these

offices are conceived as being primarily concerned with internal administration, with book selection and client reading habit study, or with the outside contacts which are so important in any library." The plans also reflect the traditional organization around the established specialties of acquisition, classification and cataloging, and circulation and reference, less precision being evident in the placement of the newer—and often puzzling—specialties dealing with forms of materials (like documents and archives), or newer services (like bibliography and instruction in the use of a library). The schemes also reflect the current tendency to place a premium on administration and supervision at the expense of scholarship and technical competence.

Granted the framework within which the committee worked, the reports are wholly admirable. The steps to be taken in building up an individual plan are indicated briefly and precisely. The job descriptions are full and suggestive of relationships that need careful integration in every library. There is a nice appreciation of the differences introduced into organization by the mere fact of size. Used with the discretion that the committee wisely recommends, the relevant volume would be a convenient aid to any person or group responsible for devising a new plan or for revising an old one.

RALPH A. BEALS

University of Chicago

The Forty-second Yearbook of the National Society for the Study of Education, Part II: The Library in General Education. Edited by NELSON B. HENRY. Chicago, 1943. Pp. xiv+383+xlili. \$2.25. (Distributed by the Department of Education, University of Chicago.)

It is eminently fitting that the library should be singled out for special consideration in any discussion of general education, for in many ways it is the center of the entire program. It is appropriate, too, that in the discussion of its policies the committee of librarians should have invited into consultation members of the public school staff in administration and supervision to throw light upon its problems from the point of view of the school.

The *Yearbook* gives a comprehensive picture of a whole profession, studying and evaluating

its services to public education. It is a challenging story, modestly told, with a sincerity of purpose characteristic of the profession. The entire volume is permeated by a desire to keep abreast of current movements in education, to demonstrate what the services of a real library are, and to suggest what the library might become with better-trained librarians and more adequate support from the schools.

Actions speak louder than words. Consequently, the volume is replete with concrete examples of services rendered by better libraries throughout the country and of programs of administration which have proved workable and those which have not. Obstacles to growth are presented frankly. They include unwise administrative policies, lack of funds, a willingness to employ poorly trained help, and failure of the superintendent or principal to see in library work more than the mere checking-in and checking-out of books.

One of the best features of the *Yearbook* is its national scope. Examples of types of services rendered by libraries include such widely separated areas as New York State; Virginia; Minnesota; Oakland, California; and rural North Carolina. At the same time, problems of all types of schools are presented—the rural school, the city elementary school, the metropolitan high school, and the public junior college. In addition, programs are described from such highly favored schools as Stephens College and Menlo Park.

One of the most helpful sections is "The Library in Action," which presents seventy-five pages of concrete examples of what the librarian does in a well-organized library at each level of instruction and in the service of adults. No teacher or administrator should fail to read Miss Witmer's account of the activities which fill a school day in the Berlin Central School Library in New York. Such bits of actual description are the most telling arguments in the *Yearbook* for extension of school library service, for increased staff, and for recognition of the truly professional character of the library program. Assistance with reference work, handling of supplementary reading in units of instruction, and individual guidance in personal reading are all a part of the program described. Attention is also called to the growing service of librarians in caring for picture collections, films, records, radio material, pamphlet files, and museum objects. It is encouraging to note that all such services can be

as adequately offered in small schools as in large ones.

Throughout the volume there is a careful balance of responsibility for library administration and use. Problems of administrative relationship of school board and library board are discussed, as well as the training of librarians in education and the need for the parallel training of pupils, teachers, and administrators in the effective use of libraries. The evidence presented indicates a descending scale of emphasis upon library training from the child to the superintendent. The obstacle which such a situation presents to effective support of library service is patent.

Progressive development of means of defining the status and measuring the results of school library work is a thrilling story of a forward march from the stage of mere book-counting through consideration of the breadth and quality of the book collection to emphasis upon the professional caliber of the services rendered and the extent to which the library is influencing both the work of the school and the reading habits of its patrons. Reading these chapters should stimulate librarians to live up to the best which their profession has to offer. Reading it, also, should encourage teachers and administrators to support the program and to take advantage of the important contribution which the library can make to the school.

The emphasis of the *Yearbook* is positive; that is one of its chief values. Yet running through its pages is the conviction that rural schools and elementary schools in particular are missing something vital to their educational program because of widespread lack of library facilities. One wishes that more figures on this problem had been presented. It was obviously the intent of the committee to make the book readable for librarians, teachers, and administrators throughout the country; yet one cannot help feeling that the case would have been stronger if more actual figures had been produced—figures such as those in Dr. Wilson's own treatise, *The Geography of Reading*. Again, certain issues might have been more clearly defined: for example, the classroom versus the centralized library; the study hall versus the library laboratory; the ease or lack of ease in getting from classroom or study hall to the library; and the problem of carry-over from school to public library. At times, one has the feeling that the writer is being polite or that he is sup-

porting one or another point of view in language which hints at rather than expresses strong reservations. Frank recognition of conflicting points of view with some of the available evidence of research on these problems would have been more helpful than mere exemplification of varied techniques in use. One area in which the *Yearbook* seems a bit weak in concrete illustrations is that of co-operation between school and public libraries, with particular reference to what can be done to insure a carry-over from school to public library. In view of the fact that it is the public library which will serve the individual all the days of his life, this problem is one of the most crucial now before both educators and librarians.

All together, this *Yearbook* furnishes an invaluable storehouse of information and suggestion concerning the practices and problems of library administration today. With its excellent chapter on techniques for studying the library program in action, it should furnish a springboard for even more significant co-operative effort in days to come.

DORA V. SMITH

University of Minnesota

The Book of the States: 1943-1944, Vol. V.
Chicago: Council of State Governments,
1943. Pp. xii+508. \$4.00.

This is the fifth biennial edition of the standard reference manual on the government of the forty-eight states. As in previous editions, the contents of the volume fall into three major sections. The first of these is a succinct review of current events in fourteen important areas of state government. The facts in each field are presented in brief articles, with many useful tabulations and diagrams and with special emphasis on wartime activities of the states. The second subdivision, a "Directory of the States," is a catalog, arranged by states, of the departments and officers of each state government. The third section contains rosters of state administrative officers, arranged this time by governmental functions. Thus the user of the volume has before him well-codified information about a particular state or about a particular function of government in all the states.

For the reference librarian, the value of such a compilation is obvious. While the information it contains about a state is by no means as com-

plete as that to be found in the state's own manual, *The Book of the States* is to some extent a composite manual of state government. The many tabular summaries of the essential facts on such topics as interstate compacts, state defense agencies, uniform state laws, and legislative sessions and procedures, to mention only a few, should be particularly useful.

In the library field the volume contains a section on legislative reference libraries, a brief summary of public library statistics, and directories of state departments of history and archives, state law libraries, and general state libraries. This form of arrangement, it may be noted, does not insure the inclusion of what librarians call the "state library extension agency" when this agency is a separate commission—an omission which should be corrected in later editions.

C. B. JOECKEL

Graduate Library School
University of Chicago

Inter American Intellectual Interchange: Proceedings of the Inter American Conference on Intellectual Interchange. Austin: Institute of Latin American Studies of the University of Texas, 1943. Pp. ix+188.

Within their strictly limited and, to this reviewer, largely inconsequential fields, the papers in this volume are generally of a high order. Samuel Guy Inman ("Backgrounds and Problems in Intellectual Exchange") is inclined to regard himself as sufficient authority for one or two rather sweeping statements ("With the single exception of the birth of Jesus Christ, the discovery of America is the greatest event in human history"), but on the whole his paper sets forth the historical background of inter-American relations with admirable clarity and precision; few people know more of this subject than does Inman. In "The Materials of Intellectual Interchange," Donald Coney, starting from the sound thesis that books are by far the most important of these materials, discusses the technical problems connected with securing an adequate flow of books from one country to another. He does not attempt to discuss the contents of various books which might be suitable mediums for intellectual interchange, confining himself simply to a statement and discussion of the difficulties in the way of securing adequate translations, library facilities, and similar prob-

lems. Sturgis E. Leavitt's paper, "Permanent Values in Intellectual Interchange," is largely a discussion of ways and means of drawing the Americas more firmly together, and he mentions such matters as student and professor interchange, summer sessions, etc.

The papers of Risieri Frondizi and Jefferson Rea Spell, in the section on "Philosophy, Literature, and Science" (a somewhat catholic grouping, by the way), will strike the ordinary reader as perhaps the most esoteric of the lot. I read them with enjoyment, but with a guilty feeling that I did not know as much about such things as the influence of positivism on Mexican education as I should. Frondizi and Spell give convincing evidence that they do know about these things, however, which is what matters.

Space does not permit the comment on each paper that its excellence merits. It seems necessary, however, to remark on "The Need for Cultural Understanding between the Americas," by Arturo Torres Riosco. Torres Riosco, in an obvious attempt to avoid finespun philosophical speculation, discusses some of the problems with which the Americas have been faced and with which they are faced today: differences in language, psychology, etc. He then offers a list of specific suggestions for dealing with these problems. The suggestions are concrete and are numbered from 1 to 8, with a supplementary list numbered from 1 to 4.

This approach stresses the purely mechanical aspects of the matter and tends to assert that such measures as lowering the steamship fares—one of Torres Riosco's suggestions—will of themselves cause misunderstandings to evaporate and lead to the solution of our common problems. Lower steamship fares are desirable; and, further, one must start somewhere, and perhaps lowering the steamship fares is as good a place as any. The danger in this sort of an approach, however, is that it can cause one to lose sight of the fact that good relations among the Americas—the end sought—depend not upon lower steamship fares per se but upon a broad and tolerant understanding of each other. The weakness of Torres Riosco's method can best be illustrated by reference to another point—the first—of his list of remedies: the teaching of Spanish in our schools. We agree that this is desirable. But Torres Riosco must have been aware as he spoke that the teaching of Spanish is compulsory in the elementary schools of Texas and that, further, probably more adult Texans have some knowledge of

Spanish than do the inhabitants of most other states of our union. Yet, nowhere is the Mexican less esteemed than in Texas.

The approach to our problems, in other words, is not in reality a short-run, mechanical one. It must be much deeper, striking into the roots of the educational systems of the Americas, North and South, so that some day they will begin to produce educated, civilized human beings instead of merely highly trained animals.

At times one is doubtless prone to allow one's sense of the relative importance of things to obtrude itself upon the critical faculty. I must, therefore, confess that when my eye fell upon the list of contents and I discovered that such matters as "The Broadening Concept of History Teaching in Texas" formed the subject of discussion, I felt a distinct sense of frustration. Frankly, I felt that first things should come first and that while very serious and immediate problems of a broad social nature continue to stand as effective barriers against fundamental inter-American intellectual interchange of any sort, the wisdom of by-passing such problems in order to reach the lofty heights of "A Defense of Baroque Art in the Americas" is seriously open to question. This, of course, raises the whole question of just what should be the function of a university—a question which the reader will have to decide for himself.

This reviewer feels that the learned gentlemen who met with each other at the University of Texas last summer spent their time fiddling while Rome burned. He must admit, however, that they fiddled exceedingly well.

JOSEPH H. SPEAR

Pan American Council of Chicago

Henderson's Benefaction: A Tercentenary Acknowledgment of the University's Debt to Alexander Henderson. By J. B. SALMOND and G. H. BUSHNELL. ("University of St. Andrews Library Publications," II.) St. Andrews: W. C. Henderson & Son, Ltd., University Press, 1942. Pp. 56.

The small volume put out by St. Andrews to honor a man who three centuries ago made notable contributions to its library is something more than a eulogy. It offers two types of material basic to the study of library history: an account of the beginnings and the growth of an

individual library; and a portrayal, against the background of the life of his times, of a man who played an important part in the development of a library.

The chapter written by the University librarian covers, in twenty-four closely packed pages, the involved history of the various libraries of St. Andrews, going back to their twelfth-century monastic predecessors and following their fortunes through the centuries to August 9, 1642, when Alexander Henderson's gift of a thousand pounds made possible the fulfilment of the plans, begun in 1612 but long delayed or only partly carried out, for the re-founding of the University Library. It gives not merely successive events and dates but also—perhaps because it is written by a librarian—glimpses of library customs and usages, of the contents of medieval, sixteenth- and seventeenth-century collections, of the sources from which their books were derived, and of personalities influential in the growth of the libraries. In the light of this historical sketch the relative importance of Henderson's "benefaction"—or, rather, benefactions—appears clearly. The "Bodley of St. Andrews" gave to his university much more than a gift of money; and his services to that institution were by no means his only contribution to education and to libraries. His varied activities, both in humble ways as minister in a poverty-stricken parish in Fife and in more conspicuous and broadly influential ways as leading spirit in the religious, political, and educational affairs of Scotland in his time, are recounted in the two sections "Alexander Henderson, the St. Andrews Man" and "Alexander Henderson, Covenanter and Statesman," written by J. B. Salmond, member of the University Court.

Both authors have given, more fully than the brevity of the treatment would seem to allow, scholarly attention to significant detail and evaluation of evidence. The text, especially of the historical account of the libraries, is amply annotated, with due reference to primary as well as to secondary sources. At times new bits of information or new interpretations appear. When some day the scattered materials for a history of the libraries of Scotland can be gathered together, the historian will doubtless find uses for these brief chapters on Scotland's oldest university library.

MABEL DEAN

*Graduate Library School
University of Chicago*

BOOK NOTES

"The State Library Agency: Its Functions and Organization." Statement by the A.L.A. LIBRARY EXTENSION BOARD; organization data compiled by JULIA WRIGHT MERRILL. 4th ed. Chicago: American Library Association, 1943. Pp. 38. (Mimeographed.)

The fourth edition of this useful summary of the functions and organization of state library agencies follows the pattern of previous editions. The forward-looking 1936 statement by the A.L.A. Library Extension Board concerning state library agencies is repeated. The organization data are reported by states first for library extension agencies and then, more briefly, for all state library agencies. The 1939 report listed five states (Arizona, Montana, Nevada, South Carolina, and Wyoming) without a library extension agency or without funds for an existing extension agency; by 1943 only two states (Arizona and Montana) remain in this group. The total number of state library agencies has been reduced from about 150 to 140 in the four-year period, indicating some consolidation. Unfortunately, the 1943 edition omits summaries of library recommendations in planning reports for each of the states, and all editions have lacked financial information for individual agencies.

The Universities Look for Unity: An Essay on the Responsibilities of the Mind to Civilization in War and Peace. By JOHN ULRIC NEF. New York: Pantheon Books, Inc., 1943. Pp. 42. \$0.50.

The suggestive title of this pamphlet fails to convey the wealth of instructive detail within its pages. For it is not merely a university program which is here generally projected but a whole educational philosophy. Professor Nef deplors the disintegration of modern education, with its emphasis upon specialisms altogether divorced from other specialisms; he calls for a unifying philosophy which will restore to education a sense of wholeness. Chapters are devoted to "The Responsibilities of Artists and Thinkers," "Art and Natural Science," "Philosophy and Natural Science," and the "Reform of the Higher Learning." His concluding paragraph is worth pondering by all who, like librarians, are concerned with the central problems of education:

"Others of us who are concerned with education have the humbler task of training men to learn from history and from science, of training them to recognize true art and true philosophy, of creating gradually a serious public for politics and art. We can do this only by being as uncompromising as the artist and the thinker should be. In that way

we can help them both to succeed. If we keep faith, if we try with all our might, even if we fail, we shall have discharged our responsibilities to civilization."

The Readability of Certain Type Sizes and Forms in Sight-saving Classes. By HAROLD J. McNALLY. ("Contributions to Education," No. 883.) New York: Bureau of Publications, Teachers College, Columbia University, 1943. Pp. vi+71. \$1.75.

This study was undertaken in an attempt to supply data on the relative readability of various type sizes for children with impaired vision. While no immediate practical results could be obtained with the techniques employed, the study performs an important service in pointing out the need for further refinement of such techniques in order to make progress in a field in which additional research is definitely worth while.

Doctoral Dissertations Accepted by American Universities, 1942-43, No. 10. Compiled for the ASSOCIATION OF RESEARCH LIBRARIES; edited by EDWARD A. HENRY. New York: H. W. Wilson Co., 1943. Pp. xiv+110. \$2.50.

With the publication of this volume the series reaches the end of its first ten years. Over that period nearly twenty-nine thousand dissertations have been listed. The present volume reflects the impact of the war, shown in the considerably smaller number of dissertations than appeared in any volume since 1936 and in forty-three entries bearing the notation "Secret War Research." As in earlier volumes, the arrangement is by broad subject categories, the universities listed alphabetically under each; and author and title are given for each dissertation. A table showing the practice of the various universities with respect to publication and loan of doctoral dissertations will prove helpful to the reference librarian.

Inter-American and World Book Trade: Problems of Organization. By H. P. KRAUS. New York: The Author, 1944. Pp. 32. \$0.50.

The thesis of this pamphlet is that the postwar world will witness a great increase in cultural interdependence and that through books, "ambassadors of our cultural and scientific achievement," American ideas may more readily be spread abroad. Conversely, through books we may learn the basic ideas prevalent in foreign lands. The author strongly advocates the establishment of an "Inter-American Book Exchange," through which books published in the Americas may be brought within easy reach quickly and cheaply. The general organization

of such an exchange is sketched, and the variety of services it would be prepared to offer is described in some detail. In brief, the author envisages such an exchange performing for the Americas the types of service given by the organized German book trade in Leipzig. He concludes: "It may be no dream that one day all the good books of the world will become available in the American Book Exchange, center of the world's book trade."

Standard Practice in Municipal Accounting and Financial Procedure. By THE MUNICIPAL FINANCE OFFICERS ASSOCIATION OF THE UNITED STATES AND CANADA. ("Accounting Publications," No. 10.) Chicago: Municipal Finance Officers Association, 1943. Pp. 26. \$0.50.

Designed as a practical yardstick of procedures in budgetary and accounting practice, this compact and clear statement has behind it the approval of the national association of finance officers. It will be useful to officials in all branches of local and state governments. Librarians and library trustees should have little difficulty in applying the principles and methods proposed to the financial administration of their libraries.

Autobiography of "The Countryman," 1866. By JOSEPH ADDISON TURNER, edited by THOMAS H. ENGLISH. ("Emory University Publications: Sources and Reprints," Series I.) Atlanta, Ga.: Emory University Library, 1943. Pp. 20. \$0.50.

The Emory University Library, which has a notable Joel Chandler Harris collection, brings out this little autobiographical sketch of Harris' less well-known patron, a planter-journalist of the sixties. It is reprinted from the columns of *The Countryman*, a "remarkable and delightful little paper" published by Turner from 1862 to 1866. An introduction and notes are supplied by the editor, who

is professor of English at Emory University. He comments that the gathering-together of Turner's ephemeral writings has proved one of the most difficult tasks that the Emory University Library has yet undertaken. The glimpse afforded by this booklet testifies to the value of the library's performance of such tasks in preserving the records of the culture of its region.

The *Autobiography* is the third item in this series of Emory University Library "Sources and Reprints," the first being *Letters of General J. E. B. Stuart to His Wife, 1861* and the second *Young J. Allen's Diary of a Voyage to China, 1859-1860*. The price of the series is \$1.00; single copies, \$0.50. A second series is planned for 1944.

Selected Films: Biological and Physical Sciences in Schools of Nursing. Prepared by LORETTA HEIDGERKIN. New York: Educational Film Library Association, Inc., 1944. Pp. 35. \$0.50.

The major portion of this pamphlet consists of an analysis of twenty-eight films in the field of the biological and physical sciences. For each film the following information is given: title, running-time length, producer, date, whether sound or silent, an appraisal, and a description of the contents. Since the list of films is selective, the appraisals are more descriptive than critical and indicate in what science courses the films can be shown and for what purposes they could be used. A short Introduction about the use of films in nursing education and a directory that lists the educational film libraries from which the films can be rented or borrowed are included. This pamphlet would be useful not only to teachers in the field of nursing education but also to teachers of anatomy, physiology, microbiology, and chemistry. The publication is a project of the Educational Film Library Association, Inc., and was undertaken by the author as part of a graduate program at Indiana University.

THE THOMAS JEFFERSON PUBLICATION PROJECT

Princeton University will sponsor, and the Princeton University Press will publish, a definitive edition of the writings and correspondence of Thomas Jefferson in approximately fifty volumes. According to Julian P. Boyd, librarian of Princeton University, who will serve as editor, the enterprise contemplates the publication of all letters, memorandums, account books, commonplace books, legal opinions, addresses, and miscellaneous papers of Jefferson, together with his public and other writings, such as the *Notes* on the state of Virginia, the garden book, etc.

An appeal is being made to archivists, librarians, scholars, collectors, and dealers to co-operate with the enterprise by notifying the editor of the existence of isolated documents, especially those in private hands, to the end that the edition may be as complete as possible.

BOOKS RECEIVED

- The Administration of the American Public Library.* By E. W. MCDIARMID and JOHN MCDIARMID. ("Illinois Contributions to Librarianship," No. 3.) American Library Association and University of Illinois Press, 1943. Pp. xii+250. \$3.00.
- The Administration of Current Records in Italian Public Agencies.* By ERNST POSNER. ("Records Administration Circulars," No. 5.) Washington: National Archives, 1943. Pp. 13.
- A.L.A. Catalog, 1937-41: An Annotated List of Approximately 4,000 Titles.* Edited by MARION HORTON. Chicago: American Library Association, 1943. Pp. vi+306. \$6.00.
- Annual Report of the Emergency Advisory Committee for Political Defense.* Montevideo, 1943. Pp. xii+287. English edition distributed by the Pan American Union, Washington, D.C.
- Art and Poetry.* By JACQUES MARITAIN. Translated by E. DE P. MATTHEWS. New York: Philosophical Library, 1943. Pp. 104. \$1.75.
- Autobiography of "The Countryman," 1866.* By JOSEPH ADDISON TURNER; edited by THOMAS H. ENGLISH. ("Emory University Publications: Sources and Reprints," Series I.) Atlanta, Ga.: Emory University Library, 1943. Pp. 20. \$.50.
- A Basic Book Collection for Elementary Grades.* Compiled by a joint committee of the AMERICAN LIBRARY ASSOCIATION, NATIONAL EDUCATION ASSOCIATION, and NATIONAL COUNCIL OF TEACHERS OF ENGLISH, GRETCHEN WESTERVELT, Chairman. Chicago: American Library Association, 1943. Pp. 133. \$2.00.
- "Bibliografía de Francisco González de Valle." By FERMÍN PERAZA. Havana: Anuario Bibliográfico Cuba, 1943. Pp. 19. \$.50. (Mimeographed.)
- Bibliographical Guide to English Studies.* Compiled by TOM PEETE CROSS. 8th rev. ed. Chicago: University of Chicago Press, 1943. Pp. x+74. \$1.00.
- Building a Curriculum for General Education: A Description of the General College Program.* By IVOL SPAFFORD et al. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xv+353. \$3.00.
- Catalog of Reprints in Series.* Edited by ROBERT M. ORTON; compiled by ANNA H. ROTHE. 4th ed. New York: H. W. Wilson Co., 1943. Pp. 216.
- Catálogo de la exposición de libros bolivianos organizada con motivo del centenario del traslado de los restos del Libertador a Caracas.* By the BIBLIOTECA NACIONAL. Caracas, Venezuela: C. A. Artes Gráficas, 1943. Pp. 237.
- Congress Looks at the Conscientious Objector.* Washington: National Service Board for Religious Objectors, 1943. Pp. 96.
- Consumer and Opinion Research: The Questionnaire Technique.* By ALBERT B. BLANKENSHIP. New York: Harper & Bros., 1943. Pp. x+238. \$3.00.
- The Crucifixion: A Poem.* By MARY BRITTON MILLER. New York: Charles Scribner's Sons, 1944. Pp. 27. \$1.75.
- Defensible Spending for Public Schools.* By ARVID J. BURKE. New York: Columbia University Press, 1943. Pp. xviii+379. \$4.50.
- De la démocratie en Amérique: Extraits.* By ALEXIS DE TOCQUEVILLE; edited by GILBERT CHINARD. ("Petite Bibliothèque Américaine, Institut Français de Washington.") Princeton: Princeton University Press for Institut Français de Washington, 1943. Pp. 66. \$0.50.
- Democratic Thinking and the War.* By FRANCIS BIDDLE. ("William H. White Lectures at the University of Virginia," 1942-43.) New York: Charles Scribner's Sons, 1944. Pp. 55. \$1.25.
- Doctoral Dissertations Accepted by American Universities, 1942-43. No. 10.* Compiled for the ASSOCIATION OF RESEARCH LIBRARIES; edited by EDWARD A. HENRY. New York: H. W. Wilson Co., 1943. Pp. xiv+110.
- Early Opposition to the English Novel: The Popular Reaction from 1760 to 1830.* By JOHN TINNON TAYLOR. New York: King's Crown Press, 1943. Pp. vi+148. \$2.00.
- Fifty Years of Education for Librarianship: Papers Presented for the Celebration of the Fiftieth Anniversary of the University of Illinois Library School, March 2, 1943.* ("Illinois Contributions to Librarianship," No. 1.) Urbana: University of Illinois Press, 1943. Pp. xi+114. Cloth, \$1.50; paper, \$1.00.
- Inter American Intellectual Interchange: Proceedings of the Inter American Conference on Intellectual Interchange.* Austin: Institute of Latin American Studies of the University of Texas, 1943. Pp. ix+188.
- Inter-American and World Book Trade: Problems of Organization.* By H. P. KRAUS. New York: The Author, 1944. Pp. 32. \$0.50.
- "The Lansing Public Library: A Survey of Its Public and School Services." By CECIL J. McHALE. Ann Arbor, Mich.: Edwards Letter Shop, 1943. Pp. 74. \$1.75. (Mimeographed.)
- Liberal Education.* By MARK VAN DOREN. New York: Henry Holt & Co., 1943. Pp. x+186. \$2.50.
- The Library of Congress Quarterly Journal of Current Acquisitions.* Published as a supplement to the *Annual Report of the Librarian of Congress*. Washington: Government Printing Office, 1943—.
- The Library's Financial Records: A Manual for Small and Medium-sized Public Libraries.* By

- HELEN E. BRAY. New York: R. R. Bowker Co., 1943. Pp. ix+58. \$2.00. (Lithoprinted.)
- Making Books Work: A Guide to the Use of Libraries.* By JENNIE M. FLEXNER. New York: Simon & Schuster, 1943. Pp. xiii+271. \$2.50.
- Microfilm Reading Machines.* By D. H. LITCHFIELD and M. A. BENNETT. (Reprints of a series of articles in *Special Libraries*, Vol. XXXIV [1943].) Morningside Heights, N.Y., 1943. Pp. 42.
- New York State Library 125th Annual Report, 1942: A Treasure House of New York History.* ("University of the State of New York Bulletins," No. 1254.) Albany, 1943. Pp. 143.
- The O.P. Market: A Subject Directory to the Specialties of the Out-of-Print Book Trade.* Compiled by SCOTT ADAMS. New York: R. R. Bowker Co., 1943. Pp. vii+120.
- Outcomes of General Education: An Appraisal of the General College Program.* By RUTH E. ECKERT. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xvi+210. \$2.00.
- Persons and Places: The Background of My Life.* By GEORGE SANTAYANA. New York: Charles Scribner's Sons, 1943. Pp. 262. \$2.50.
- The Program of Instruction in Library Schools.* By KEYES D. METCALF, JOHN DALE RUSSELL, and ANDREW D. OSBORN. ("Illinois Contributions to Librarianship," No. 2.) Urbana: University of Illinois Press, 1943. Pp. x+140. Cloth, \$1.50; paper, \$1.00.
- Public Library Finance and Accounting.* By EDWARD ALLEN WIGHT. Chicago: American Library Association, 1943. Pp. xi+137. \$2.75.
- The Public Library Service: Its Post-war Reorganization and Development.* Proposals by the COUNCIL OF THE LIBRARY ASSOCIATION. London: Library Association, 1943. Pp. 16. 6d.
- Qu'est-ce qu'un Américain?* By SAINT-JOHN DE CRÈVECOEUR; edited by HOWARD C. RICE. ("Petite Bibliothèque Américaine, Institut Français de Washington.") Princeton: Princeton University Press for Institut Français de Washington, 1943. Pp. 53. \$0.50.
- Records Problems and Policies in the Dismantling of the United States Fuel Administration.* By DON B. COOK. ("Records Administration Circulars," No. 6.) Washington: National Archives, 1944. Pp. 15.
- Report of the President, the Secretary, and the Treasurer for the Year Ended September 30, 1943.* New York: Carnegie Corporation of New York, 1943. Pp. 115.
- The Road to Teheran: The Story of Russia and America, 1781-1943.* By FOSTER RHEA DULLES. Princeton: Princeton University Press, 1944. Pp. vii+279. \$2.50.
- Selected Films: Biological and Physical Sciences in Schools of Nursing.* Prepared by LORETTA HEIDGERKIN. New York: Educational Film Library Association, Inc., 1944. Pp. 35. \$0.50.
- Subject Headings Used in the Dictionary Catalogs of the Library of Congress.* Edited by MARY WILSON MACNAIR. 2 vols. 4th ed. Washington: Subject Cataloging Division, Library of Congress, 1943. Pp. viii+1566, 1177. \$10.
- Systematic Wage Administration in the Southern California Aircraft Industry.* By ROBERT D. GRAY. ("Industrial Relations Monographs," No. 7.) New York: Industrial Relations Counselors, 1943. Pp. viii+91. \$1.25.
- Technology and Livelihood: An Inquiry into the Changing Technological Basis for Production as Affecting Employment and Living Standards.* By MARY L. FLEDDERUS and MARY VAN KLEECK. New York: Russell Sage Foundation, 1944. Pp. 237. \$1.25.
- The Theory of Literary Kinds: Ancient Classifications of Literature.* By JAMES J. DONOHUE. Dubuque: Loras College Press, 1943. Pp. vii+155. \$2.00.
- These We Teach: A Study of General College Students.* By CORNELIA T. WILLIAMS. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xiii+188. \$2.00.
- Thomas Jefferson et Tocqueville.* By CHARLES AUGUSTIN; edited by GILBERT CHINARD. ("Petite Bibliothèque Américaine, Institut Français de Washington.") Princeton: Princeton University Press for Institut Français de Washington, 1943. Pp. 43. \$0.50.
- War and Children.* By ANNA FREUD and DOROTHY T. BURLINGHAM; edited by PHILIP R. LEHRMAN. 2d ed. New York: International University Press, 1944. Pp. 191. \$1.50.

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